

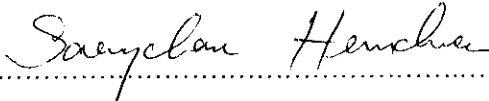
AN ANALYSIS OF SYNTACTIC ERRORS: A CASE STUDY IN
BUSINESS REPORT WRITING

A MASTER'S PROJECT
BY
PASSANANT UNNANANTN

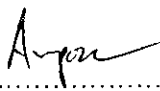
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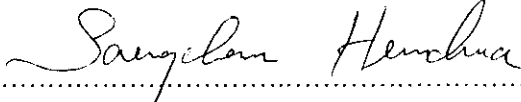
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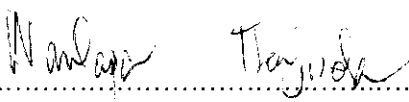

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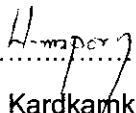
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CHAPTER 1

INTRODUCTION

Background

At present, English is used as the world's leading language and is generally spoken in many countries. Apparently, the number of English native speakers is estimated to be over 350 million and more than 300 million for those as second language (L2) speakers (Tawilapakul. 2001: 1). At the international level, English is used in many significant aspects such as commerce, foreign affairs, tourism, and a medium for advanced academia.

Currently, there has been an increasing number of international and multi-national business organizations in Thailand and these enterprises have expanded their markets to foreign countries for global competition. Simultaneously, Thailand has developed its competitive potentials in every dimension for its competitiveness. In developing this performance, businesses today need to go globally and keep in pace with the changing world. Therefore, the importance of a major foreign language like English is multiplied. Particularly in the business environment, English is used in many aspects such as a tool for negotiation, correspondence, marketing, international coordination and trading. Therefore, communication

through the English language is a channel for passing on information worldwide and it is imperative to develop communicative English skills into expertise. This is because good communication is important for the efficient and effective functioning of a business when communicating with people inside and outside the organization.

In language use, although the four basic communication skills of English: listening, speaking, reading, and writing, are equally important, writing skill is still mainly used in several organizations in a more formal level. Therefore, communication through documents is not only essential as a permanent record of general information but it is also used in functional areas of business in interacting in both external and internal contact. Also, business letters are used in business organizations worldwide as a means of major communication channel (Manamuti. 1998: 1). Moreover, written communication is essential as a representation to spoken language and events and a medium for distant and formal communication in case no one can see one another, and oral communication may be misled through time and the number of message senders. Consequently, writing is a communication channel that should be flawless.

Focusing on writing in a foreign language like English, writing is a complex cognitive activity related to the demonstration of wordings, sentences, formats, punctuations, spellings,

paragraphs, textual integrations and other grammatical rules. Nevertheless, the writing skill of non-native English learners is still a common concern of many English-speaking based organizations. Their inadequacy in foreign language writing proficiency can affect effectiveness in communication and operation in these enterprises. Therefore, for effective writing, there were studies conducting error investigation on writings in various aspects. For example, Abdulsata (2000) investigated errors in English majors' compositions. The study revealed that there were respectively 6 major types of grammatical errors at the sentential level: relative clauses, tenses, singular and plural nouns, punctuations, subject-verb agreement, and fragments and run-ons and there were 4 error types at the word level: articles, prepositions, diction and adjectives. This study suggested that some typological differences between Thai and English were one of the major plausible sources of errors found in the compositions.

Another research is on errors in English abstracts of graduates. Noojan (1999) analyzed abstracts of theses in Thai literature and educational measurement. The errors found were analyzed at two levels: sentential and word. In the sentential level, the abstracts of 2 programs had similar types of errors: verb agreement with the number of the subjects, relative clauses, parallelism, past participle, fragments and run-ons, and punctuations. In the

word level, these 2 groups produced errors in common. These types of errors were adverbs, adjectives, articles, prepositions, diction and misspelling. The major possible source of these errors was the different characteristics between Thai and English. Moreover, the translators were not aware of the proper linguistic rules: lexical and syntactic rules and writing styles.

Yam-Im (2002) studied syntactic errors in business letters written by college students. In conducting this study, application letters, replying complaint letters and enquiry letters were defined as clues for conducting the test. The error investigation to all the business letters from the test was conducted and the errors found were 8 kinds. The frequency of investigated errors was displayed beginning from the most frequent to the least: pronoun, preposition, fragment, part of speech, tense, run-on sentence, article and word order. Moreover, letter of complaint replying contained the most frequent errors.

According to the previous studies mentioned, it can be seen that for those who are not native speakers, errors in writing are mainly regarded as L1 transfer and this transfer normally occurs when the target language differs greatly from their native language like Thai and English. However, if the knowledge of syntactic structure of English is grounded, this should be helpful. This is because syntax is a study of the relationship among each constituent to indicate which sentences or texts accurately constitute grammatical structures

and which do not. Consequently, the common syntactic errors should be investigated so that the problems can be resolved. Although there have been studies conducting in this area, they did not cover all types and levels of syntactic errors. Therefore, this study was conducted to discover errors in written discourse particularly in syntax (sentential) and text syntax (intersentential) which few studies had conducted before.

Research Questions

This study attempted to answer the following research questions:

1. What syntactic errors do the M.A. students in Business English for International Communication Program make in their business report assignments?
2. What are the three most frequent syntactic errors?

Significance of the Study

This study aimed to analyze business report assignments of graduate students for syntactic errors at the sentential and intersentential levels. The results of this study indicated weaknesses in business written works simulated from real business contact. It also provided a classification system for syntactic error analysis evaluating business written works as well as other written production. Therefore, it provided an error type-based analysis method whose results caused the awareness of correct understanding of English grammatical

structures and this method can be applied to further remedial teaching and correct grounding.

Scope of the Study

The scope of the study is as follows.

1. This study aimed to analyze 30 business reports of the course entitled *The Seminar in Advanced Writing Style (BEN 621)* written as first drafts by 11 graduates of Business English for International Communication Program.
2. The analysis focused on syntactic errors: sentential and intersentential levels.
3. In the error analysis of this study, heading, specific names, paragraph topics, lexis, misspelling, format, font types, abbreviations, statistical items, punctuation, and ending parts of all the drafts were not included.
4. All the data of this study were written under business contact-simulated situations.

Definition of Terms

The specific terms of this study are as follows.

1. An analysis used in this study is a way of examining errors of English syntactic structures at the levels of sentential: phrasal and clausal errors, and

intersentential: reference, substitution, ellipsis, conjunction and lexical cohesion errors

(James. 1998: 156-161).

2. Syntactic errors are structural or grammatical formation errors that occur

in the sentential and intersentential levels.

3. Business reports are 30 assignments of the course *Seminar in Advanced*

Writing Style (BEN 621) written by 11 graduates of Business English for Communication

Program.

In summary, this study aimed to analyze syntactic errors and investigate the three most frequent ones that could be found in the collected business report assignments by

advanced learners of English, the graduates of Business English for International

Communication Program. This study does not only benefit teachers as an indicator to errors

in writing for remedial pedagogy but also raises awareness in the language usage to learners

of English.

CHAPTER 2

LITERATURE REVIEW

The main purpose of this research is to analyze business writing for syntactic errors.

To do an analysis, related literature is reviewed as an important background. This chapter is divided into four sections as follows.

1. Second Language Acquisition (SLA)
2. Error Analysis (EA)
3. Grammatical Errors
4. Related Studies

Second Language Acquisition (SLA)

Comprehending what errors can occur in language production is as important as what the causes of errors are. At this point, the aspect of SLA can provide explanations on how a second language (L2) is acquired and what basic hypotheses of errors in language use are.

The concept of natural order of English learning reveals steps and plausible problems in English language learning (Chumchaiyo. 2002a, 2001, 2002b). According to

the concept derived from her own experience in teaching and studying abroad, Chumchaiyo proved that learning a new language involves consciousness and instinct. Effective English language learning involves learning through interaction with native speakers. She also believed that learning English as a foreign language (EFL) in schools is not quite successful because it is an analytical learning in terms of structure and grammar – the crossover of the natural language learning of human beings. According to Krashen (n.d.: Online), foreign language acquisition does not require serious learning of analytical language rules, firm grammatical knowledge, and tedious skills. It naturally begins with comprehensive and meaningful interaction or input in the target language (TL). Foreign language learning should be gradual and continual. Information in the target language has to be received in the process of routine experience where EFL learners have participations.

In other words, L2 learning begins from acquiring information in a new language and the information mentioned is from interaction with native speakers or media similar to the way children begin to learn their first language (L1). In this process, learners will gradually collect passed-on information. That means these learners are creating their L2 program in their brains for permanent memorization. Then, their L2 knowledge will be arranged as a system called grammar or structural rules. Similar to L1 acquisition, L2 learning starts from listening

and speaking or imitation. No rule and structure analysis should be taught at the beginning.

This development will support writing and reading skills in a higher level of language learning.

When learners have directly acquired a new language for a period of time, they are able to

communicate automatically in that language without thinking and translating from their L1

because their L2 programs are perfectly built. The L2 knowledge has to be learned by

collecting from experience and interaction, not rote memory. When listening and speaking

skills are well-grounded, this will lead to the evolution of writing and reading skills.

Nevertheless, there are existing problems in EFL learning and they can lead to syntactic errors in writing. Regarding English study in Thai education, it emphasizes analytical and grammatical rule learning as the first step but not for communicative purposes. This implicates difficulties in EFL learning for Thai learners. The result is that no matter the higher degree they study in, they cannot communicate effectively and naturally.

Furthermore, language distance or different language structures are another factor leading to words for words translation in L2 production. Language structural difference between L1 and L2 is an aspect that EFL learners have to realize. In the case of English and Thai, Thai is a language whose subject ellipsis is allowed but this cannot apply to English. In English, a structure solidly consists of subject, verb, and object (plus place and

time) or the detail of what, when, where, why, and how as major elements. Therefore, subjects are required in every sentence in English except imperative and exclamation sentences. For Thai, the language rule is not so strict as English. Some elements such as subjects can be omitted.

In another case, as the sentential structure of English is much different from that of the Thai language, in learning English as an L2, learners may produce interlanguage structures, as shown below due to words for words translation.

ถ้าคุณไป ฉันก็ไป ถ้าคุณไม่ไป ฉันก็ไม่ไป

(Tha khun pai chan kor pai, tha khun mai pai chan kor mai pai)

- If you go, I go. If you no go, I no go. (Thai structure)

- If you go, I will go. If you don't go, I won't go. (English structure)

Regarding the different usage of Thai and English, there are 2 critical aspects: type of nouns and articles. In English, there are 2 main types of nouns: countable and uncountable but this rule does not apply to Thai. In English syntactic feature, although speakers do not identify number or amount of what they say, types of nouns can tell what they say is either countable or uncountable (singular or plural). For plural nouns, their forms can be changed by putting -s- or -es- at the end. Moreover, the use of articles does not

apply to Thai, therefore learners of English may not recognize this rule and it results in syntactic errors.

Besides language distance of L1 and L2, there are internal factors affecting this SLA process: emotional state and motivation (Dulay, Burt, and Krashen. 1982: 4-5). These factors are considered as an affective filter. This filter is a control to further mental process in the acquisition. The next aspect after this mentioned factor is the organizer. This filter functions in grammatical or structural learning whereby it organizes the TL in the learned order. However, monitoring, the last internal filter in language learning, deals with language use editing while communicating. Through the three main SLA processors: affective filter, organizer, and monitoring, learners themselves are major mediums in SLA quality. The learner's personality traits and age can affect L2 performance. For example, as grounded by the three processors, the learners with extrovert personality may be less aware of making errors than those with low confidence. Also, adult learners may have a better organized use of words than the younger.

Regarding patterns in SLA influencing interlanguage forms, Parker and Riley (1994: 228-234) state the following.

1. Phonology

It is possible, in phonology, that the L1 phonological structure may be transferred to the L2 when a phonemic distinction not existing in the L2 is made by learners with different native language (NL). This problem can be considered interference. For example, in Japanese, there is no difference between the allomorphs [i] and [r] for phoneme /r/ while English maintains this difference. This is problematic to Japanese learners of English in that they have to be aware of this phonemic distinction which does not exist in their L1. Therefore, the TL with this embedded distinction of L1 that learners use is interlanguage. But the distinction, in this case, does not affect English learners of Japanese. to produce interlanguage with L1 phonological background.

2. Morphology

In morphological dimension, it was found that children and adults of different L1 acquire L2 in the same way as well as native speakers do, particularly grammatical morpheme acquisition. Nevertheless, in the acquisition of derivational morphology by L2 learners, the derivational complexity is both positive and negative to non-native learners. This is apparent in case of prefix usage. For example, as prefix 'in' means 'not' (as in 'inconvenient' and 'informal'), this helps L2 learners easily understand meanings of other

words preceded with 'in'. But some case of morphology leads to misunderstanding due to deceptive transparency of non-native L2 learners. For example, saying 'hand-out' may be understood as keeping your hands out. Also, 'offset' may be interpreted as 'not being set before'.

3. Syntax

Syntax is the mostly studied area in SLA for error detection since Chomsky created syntactic theory which studies the structure of language and how each unit relates to one another. Parker and Riley (1994: 230-231) proposed information as an evidence that transfer between different language structures is a cause of syntactic errors. Take the different usage of some English and Thai words, in English, the verb 'listen' always requires a preposition (listen to something) while the equivalent Thai verb 'ฟัง' (Fang) does not.

Therefore, Thai learners of English may produce a sentence 'I listen the radio.' rather than 'I listen to the radio. For another case of Thai and English syntactic comparison related to L2 learning, there is the rule of auxiliary verb for some English sentence pattern but it is not found in Thai. For example, the sentence 'I am studying here.' is accepted as an English sentence but 'I studying here.' (Thai structure) is not. This is because present progressive

tense or tense system does not exist in Thai. Therefore, this is also problematic to L2 learning.

Syntax is not a study of sentence interpretation or semantics (Culicover, 1976: 3). It is a study of how sentences are formed according to grammatical rules. For example,

1. English is spoken in a few countries.
2. Spoken is in a few English countries.

The first sentence is correctly made. Its structure is syntactically ordered but it is an impossible statement. This is because, focusing on interpretation, it is known that English is spoken worldwide as a universal language. It is accepted as a sentence of English because of its structure and syntax does not concern whether a sentence is factual and logical or not. Considering sentence two, this is not accepted as an English sentence because of its structure error. In English informative sentences, a verb cannot be placed at the preceding position. If this sentence is standardized with syntax, it is not a sentence of English as its formation is far distorted from syntactic structure of English.

4. Semantics

Semantics is under the SLA scope and is related to the appropriate use of

words for right meanings. However, there are several strategies that non-native learners of the TL employ in their learning. They may employ the overgeneralization of superordinates and overgeneralization as their vocabulary that they have acquired is inadequate.

Also, this inadequacy can lead to the inappropriate use of synonyms. It can be seen that some words may share similar meanings but different in selectional restrictions, subcategorization restrictions, connotations and register restrictions. The reciprocal relation of words is one of semantic difficulties in L2 learning, for example, lend and borrow, and go and come. Learners may hesitate about what is a proper word to select from this relation for a situation.

Another strategy involving with semantic difficulty is the use of circumlocutions. This is a case in that learners substitute a word for an unknown word and it can cause misunderstanding. For example, learners who do not know the word 'enter the priesthood' write 'I will live with monks in a temple to learn Dhamma.' Idioms are also the semantic difficulty as their meanings are difficult to interpret according to each component consisted.

Finally, confusion of words with similar sounds or spelling can cause confusion to learners. Take the sentences 'Many people immigrate (emigrate) from their

regions after the Tsunami.' and 'Your car is sheeper (cheaper) than mine', the underlined errors can lead to misunderstanding in reading and build a memory of wrong use of words.

Sources of errors are also classified as follows (Brown. 1980: 173-181; Parker and Riley. 1994: 224-225).

1. Interlingual Transfer

The difference of language structures is partly an influential factor to L2 learning from either interaction with native speakers or language imitation. It is possible that foreign language learners mishypothesize the target language by relying on their mother tongue. For example, Thai students may have a mixing use of language between two structures while communicating. Thai students may say "In this university has many trees." This difficulty can be defined as negative transfer. On the other hand, if the L1 and L2 structures well support each other, for example of the structure order, this can be referred as positive transfer. These two types of language transfer is the interlanguage transfer which influences on the development of SLA.

2. Intralingual Transfer

Language transfer does not always occur in the interlanguage character.

Transfer of the rules of the TL can occur with L2 learners. This type of transfer is intralingual transfer. This can be considered as negative transfer. Although this source of errors does not provide contrastive language structure analysis between the L1 and L2, the intralingual transfer can pinpoint what language rules are a difficulty to L2 learners. This is the confusion to the TL system. Most error units can be often found in terms of overgeneralization, as studied by Brown (1980: 174). That is, L2 learners may produce sentences like "She taked a bath", "I know what do you do last week" and "Do you will go with us?"

3. Context of Learning

Another source of errors overlapping both interlingual and intralingual transfer is context of learning. This is an issue related to the environment of L2 learning such as in-class atmosphere, teaching method, materials and social interaction. If L2 learners receive faulty information in the TL from the classes so often that it is rooted, this will cause false concept in SLA leading to fossilization. In the classroom case, it is possible for these learners to get bookish communication rather than natural communication.

4. Communication Strategies

This issue of error source overlaps interlingual, intralingual and acquisition

context. Communication strategies can be considered as message sending methods that communicators employ in different ways while their precise communicative forms are for some reason not promptly available at some point in interaction. There are five classified types of these strategies:

- Avoidance

Avoidance is the utilization of substitution of words without awareness to sense of word and semantics. Many L2 learners employ this technique because they mishypothesize the use of word and grammatical rules or just to avoid hard-to-pronounce words by synonymizing such items with different patterns of communicative units which do not make sense. For example, it is possible to hear an L2 learner says "we should solve the repetition by reducing some administration process". From this example, the use of "repetition" is mishypothesized although the sentence mean "redundancy".

- Prefabricated Patterns

This is a communication strategy dealing with rote-ness. This approach can be found in case foreigners memorize stock sentences or L2 learners rote sentences from textbooks and use them while in interaction. As a result, rote-ers will benefit the rote-ly memorized language but not language structure knowledge of how sentences are made.

Although the language pattern they learn makes sense and is accurately grammatical and what they say means, what they know is not from the knowledge of the TL but from the rote nature for a specific purpose. The problem is that if learners are not in an appropriate situation where what they have learned by rote fits in, they cannot communicate well and will make several levels of errors as from the lack of language structure knowledge.

- Cognitive and Personality Styles

Personality styles or thinking styles of learners can be a source of errors.

Learners with reflective and conservative personality are very careful about their speech and very hesitant. This results that although errors can occur in every speech in all TL, speech errors produced by this kind of learners are a few and types of errors mostly found are in terms of over-formality. Learners with emphatic personality do emphasize the insight to the TL structure and meanings. Although they are deeply knowledgeable on language structure, they may produce surface structure errors. The last personality that commits more errors is a high self-esteem personality. Learners with this style are not worried about the accuracy of sent messages. What they have in mind is not only the enthusiasm to pass on information. Therefore, most types of errors can be frequently found in the area of low-anxiety personality.

- Appeal to Authority

Authority in this issue means consultatives that L2 learners can rely on when they are stuck or hesitate about a particular communicative item. Authority can be a native speaker or a bilingual dictionary. In the latter case, learners rely too much on words for words translation in the TL. Problems that can be found are the lack of sense of words, knowledge and misleading.

- Language Switch

When the mentioned strategies fail to utilize in some situation, L2 learners cannot produce any meaningful utterances. In this case, they may use their own L1 without the awareness of whether audiences understand the TL sentence. If this strategy is put to use, this means the language improvement of learners is not perfectly mature. It may be risky to develop to words for words translation habit.

From the above information and theories presented, it can be concluded that SLA process should start from an L2 language imitation or interaction with native speakers of the TL. At this point, an L2 will be assimilated naturally from routine speaking and listening as a primary stage. But, this will not fully work if learners have mental block and are not in the right language environment. This acquisition is in the procedure of conscious study which

emphasizes as a first step before developing to writing and reading skills. Besides mental block that can affect SLA, language environment where learners learn their L2 from is also important. If learners are in the context that does not support their SLA, their L2 skills cannot be effectively developed and their L2 communication will not be naturally utilized.

This problem has an impact on more complex communication: writing and reading.

Difficulties frequently found are in terms of grammatical errors. Mainly, these learners may produce an interlanguage derived from negative L2 transfer and this cause of errors is mostly found in non-native L2 speakers proven from written works. Therefore, to make direct-to-point solutions on this matter, EA is created as a tool for detecting these grammatical errors for further pedagogical and usage improvement purposes.

Error Analysis

It was presented by Corder (1981: 5-6, 10-11) that errors were unavoidable by-products of the language learning process as found from standard works on the modern language teaching. In the methodology related to learners' errors, there were 2 major schools of thought. The first school was a concept that inadequate teaching technique implicated errors in language learning. The concept of the second school was that living in a context not supporting L2 practice resulted to errors in spite of effort. Therefore, we should

concentrate on techniques for dealing with errors.

However, besides that, learners' errors reflected something wrong in the learnt language system, errors were significant in three ways. They, firstly, reflected to teachers that how far learners had mastered their L2 and what learners were to learn more. Secondly, they provided researchers the result of how L2 was learnt and this led to what L2 learning strategies they adopted. Thirdly, errors were a factor for learners to correct system and mishypotheses of their TL.

Kleinmann (Arbor. 1996; citing Kleimann. 1977: 363) states that there are two analytical approaches to analyze difficulty of second language learning: contrastive analysis (CA) and error analysis (EA).

The first approach is CA. This analysis aims to explore the difficulty and nondifficulty in L2 learning. Comparison between the linguistic systems of the learner's native language (NL) and that of the TL is the way of exploration in this analysis. From this analysis, it is claimed that some features of the TL sharing similarity to the learner's NL benefit the acquisition rather than some that are different. In other words, CA emphasizes the difference and the similarity of L1 and L2.

EA, the second approach, is created to examine errors in the TL produced by L2 learners and indicate their causes. In this process, only the errors occurring in TL by-products are analyzed for exploring causes of them. Differences between the NL and TL, overgeneralization, strategies of learning and communication and other sources are out-puts of this approach.

From the presented approaches, it is apparent in that CA is a one-sided analysis with the belief that different language structures are the only source of difficulty in TL learning. However, CA is not practical as errors in TL can imply other possibilities rather than different language structures, eventhough, that TL learners have mastered them. Consequently, language teachers have applied EA for decades. They have studied their students' mistakes, categorized them and used them as the basis for lesson improvement and remedial teaching.

Brown (1980: 167-171) proposes that in analyzing errors in communication, production or comprehension data are more appropriate to analyze than abstract information like language system that CA prefers. Therefore, as supported by Arbor (Arbor. 1996: citing Kleinmann. 1977: 363), EA is much more effective than CA. In doing EA, there are procedures as follows.

- Identifying which sentences are well-formed and sense-made and which are not.

In this step, the beginning is to consider the grammatical string of a sentence and sense of interpretation latter as major elements for consideration. Most teachers and researchers follow this procedure in doing EA.

- Describing which errors can be categorized into addition, omission, substitution and ordering. Addition is the use of excessive words to complete a sentence. Omission is missing to place necessary item(s) in a sentence. Substitution is the aspect of using a wrong word with different meaning for word previously mentioned. Word order is the difficulty or confusion with how to arrange grammatical items to be understandable. After these procedures, levels of errors are to be classified: phonology, lexicon, grammar, and discourse. However, language use errors can be considered occurring at different three stages: presystematic, systematic and post systematic. If errors occur at the presystematic stage, this means learners may, occasionally, produce grammatical sentences and ungrammaticals although well-grounded. For example, learners may say "she can swim" but in some occasions, the sentence "she cans swim" can be heard. At this stage, these learners cannot explain why they use a distorted structure and cannot correct ungrammaticals themselves.

When learners have developed to the systematic stage, they begin to be more careful about the language structure although there are fewer errors produced. They learn more rules and items but errors are unavoidable and they cannot correct them. They can explain their errors in the sense of providing alternative messages to make their interaction understandable.

In the last stage, postsystematic, learners are more consistent in their speech. Errors are not frequent. But, if they produce errors, they know how to correct and explain them.

Richards (1971: 172-188) classifies errors into three types:

1. Interference Errors

The influence of learners' NL has an impact to the TL to cause interlanguage. If the NL is similar to the TL in structure, problems will not be found. But, if the NL is considerably different from the TL, the negative will occur and this will cause interference errors.

2. Intralingual Errors

Complex language rules and the difficulty within the TL structure can lead to intralingual errors. Errors occurred in this type are possibly characterized by

overgeneralization, incomplete application of rules and failure to learn conditions for rule application.

3. Developmental Errors

False hypotheses can arise along the development in the TL learning based on limited exposure. The long-rooted misunderstanding about the TL features and rules may be a strategy leading to developmental errors.

He also studied several types of structural errors observed in the acquisition of English as an L2. Below are the examples of structural errors taken from studies of English errors produced by speakers of Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Maltese, Indian, and west African languages.

- Errors in the production of verbs

She is speaks (speaks) Japanese.

They are closed (closed) the window.

He did not listens (did not listen) to me.

They can to finish (can finish) their work.

We interested in (are interested in) this exhibition.

A new car model was unveil (was unveiled) yesterday.

A racer attempting (is attempting) to win his previous speed record.

The manager want (wants) to know details of a new promotion.

- Errors in the use of prepositions

I met with my advisor (met my advisor) yesterday.

Our members will travel in Sweden (travel to Sweden).

We went at China (went to China) last year.

My car is washed once for four weeks (once in four weeks).

He paid attention too much on this presentation (to this presentation).

He cannot explain any reason of contract termination (any reason for contract termination).

The police arrived to (-) the scene immediately.

- Errors in the use of articles

The sun rises in (the) east.

The some (Some) information is irrelevant.

A (The) best student is absent today.

The economic downturn was a (-) bad news for Thai people.

 (A) new condominium will be constructed here.

- Errors in the use of questions

What you are doing (are you doing) here?

What ___ (are) you watching?

How ___ (do) you present your research information?

Do (Does) she buys (buy) a new car?

Grammatical Errors

As this study is based on syntactic error analysis, grammatical error aspect is the scope of this study. Grammatical errors are errors of sentence transformation, combination and language usage. Therefore, grammatical errors can be classified into two major types: morphological and syntactic errors (James. 1998: 154).

1. Morphological Errors

Morpheme is the smallest unit in grammatical description and component of word structure. It cannot be analyzed in deeper detail like other grammatical units. For example, the word *unsuccessful*, there are three morphemes: 'un', 'success' and 'ful'. If the bound morpheme 'un' is misused as 'in' for 'insuccessful', this will be accounted as a morphological error. Success is the free morpheme while the other two are bound morphemes (Aarts and Aarts. 1982: 17).

According to grammatical rules, errors at morphemes can appear in all lexical word types: nouns, verbs, adjectives, adverbs and prepositions. It can be considered as errors of word structure transformation. Errors of this type can be seen in terms of misuse of affixes which are bound morphemes.

2. Syntactic Errors

Syntax can be interpreted into two meanings. First, it refers to a study of communicative patterns, their structures and functions. Second, syntax involves communicative unit constructing. In syntactic analysis approach, structural syntax is to set up a method, classify different analysis patterns and investigate for the theory and test-based outcomes. However, the scope of syntax covers linguistic principles and how small communicative units form larger units. Therefore, it can be inferred that syntax is a branch of grammar study related to word combination, sentence structures and texts.

From the above information, syntactic errors are errors deviant from the normal grammar rule in terms of structure and appearing at phrase, clause, sentence and intersentence levels.

According to James (1998: 156-161), he classifies syntactic errors as follows.

1. Phrasal Errors

A phrase is a group of words without verb form and acts as only a part of a sentence, even a single word can be accounted as a phrase. In a sentence, phrases can function as, for example, subject, verb and object. Phrases can be classified into five types: noun, verb, adjective, adverb and preposition phrases. Therefore, errors can be found at all of these phrase types for examples:

- There are many animal (animals) in the zoo.
- The incumbent of this position have to (has to) be responsible for legal documents.
- You are the activest (the most active) student.
- She always comes late as usual (---).
- We will attend a seminar at 1.00 p.m. in the afternoon (---).

2. Clausal Errors

A clause is a grammatical unit consisted of phrases but it acts as either dependent or independent clause and it cannot be a complete sentence. Although a clause is an important part of a sentence, errors can appear in the following forms.

2.1 Superfluosity

A type of sentential errors in which there are too many items unnecessary.

- This is a report which is more easier than the previous one. (which is easier than the previous one.)

2.2 Omission

A type of sentential errors that can occur in form of leaving out some grammatical item(s) necessary.

- If you have any problems, do not hesitate to contact _____. (do not hesitate to contact our office.)

2.3 Misselection

The use of wrong words or words which are unsuitable.

- That is a man that I work for. (who I work for.)

2.4 Misordering

An error type that can occur in terms of arranging items in wrong places or not in a grammatical string.

- No sooner than I finish pending assignments, a group of customers come to contact me. (No sooner I finish pending assignments, than a group of customers

come to contact me.)

2.5 Blend

This error type can be called hybrid. It is an error type that can be corrected in two ways.

- You will be most likely get a trophy (You will likely get a trophy/ You will be to get a trophy), if you win the race.

3. Sentential Errors

Sentential errors deal with the detection to how clauses are selected and combined into larger units. Errors of this case are possibly caused by misuse of clause markers and incorrect form of elementary clauses conjoined. Moreover, sentential errors can be in terms of consolidation errors and this type of errors can be divided into two subtypes: coordination and subordination (James. 1998: citing Shoughnessy. 1997).

Coordination errors are the misformations of clausal conjoining which syntactic equals and unequals can be joined. The example below shows the broken coordination or errors at this level.

They believe they can become an excellent sales team and higher turnover.

Although both of these items are predicator compliment to the verb “believe”, they are unequally coordinated in terms of category. The correct sentence should be “They believe they can become an excellent sales team and make a higher turnover.”

Subordination is the other type of consolidation errors. This error type involves relative clause formation, for example:

1. Mr. Sondhi, who criticizes the Prime Minister’s administration, is a media tycoon.

2. Mr. Sondhi, who is a media tycoon, criticizes the Prime Minister’s administration.

Both of these sentences contain the same information but different in the way they present. Errors of this case occur in terms of textual syntax. The first sentence focuses on that Mr. Sondhi is a media tycoon while the other presents what Mr. Sondhi did. Focusing on these examples, nothing is wrong but to judge how they are errornoeus, it depends on the whole context and whether any of these sentences irrelevant to the text or not.

4. Intersentential Errors

This error type is concerned with cohesive link in the whole text. There are five subtypes of this aspect: reference, substitution, ellipsis, conjunction and lexical cohesion. These involve the logical relations among sentences of a text.

In analyzing errors in writing, there are several levels of error analysis patterns to be applied: substance error, text error, lexical error, grammatical error and discourse error analysis. As this research is based on grammatical error analysis of business writing, the researcher will apply syntactic error analysis, which is a part of the grammatical error level, to analyze errors appearing in writing assignments.

Related Studies

With reference to syntactic error analysis, there have been several aspects which have been studied. For example, there is a study exploring errors in business writing (Chen, 1996: Online). Her study aimed to demonstrate the ease of a computer software in use with writing class and how it was helpful to writing ability improvement. The fact of these aspects revealed through the analysis of different writing abilities between males and females whereby the mentioned computer software was put to use. The sample group was second year Taiwanese students in international trade department of Feng-Chia University. The

total number of students was 201: 84 were male and 117 were female. The assignments were written on types of application, inquiry, response, trade negotiation and complaint letters. All of these data were on-disk documents. In the experiment, the researcher used the QBL (Quick Business Letters) software as a tool for the analysis. This software addressed problems that EFL teachers frequently faced in writing classes in the scope of general grammatical rules and usage. The general finding was that the male group had more overall percentage of errors than the other.

A psycholinguistic study of English compositions for error analysis was also studied (Brudhiphapha. 1972). The researcher collected 150 compositions written by Thai college students. It was found that errors in these writings were from overgeneralization, violation of rule restrictions, incomplete application of rules and hypothesizing of false concepts.

There was a hypothesis that common errors were not always caused by the first language interference but they were possibly caused by performance-memory lapses, physical states and etc. However, another hypothesis presented that many errors were caused by overgeneralization of pattern, language form and function interference and psychological causes. Duskova (Arbor. 1996; citing Duskova. 1969), therefore, examined these assumptions based on EA by using a homogeneous sample of Czech adult learners of

English. The informants were fifty postgraduates. They were asked to correct English letters, brief their last journey abroad and write conclusions of a scientific article. It was found from the study that interference from the mother tongue was not the only one factor of errors. The characteristic of German language system was also the cause.

Errors in written English of the college students of education were studied by Nithipong (1973). In this study, the sample group was 37 fourth year students of B.A. degree majoring English of seven colleges of education: Prasanmit, Bangsaen, Patumwan, Pitsanulok, Mahasarakam, Phranakorn and Songkhla campuses. The tools for collecting data were multiple-choice tests and essay tests. In the multiple choice tests, there were 4 parts: grammatical structure, vocabulary and idiomatic usage, spelling, and punctuation. It was found that the students had the most problem on vocabulary and idiomatic usage, spelling, grammatical structure and punctuation respectively.

A study of errors in English written works of Thai students in teachers' training colleges was conducted by Saptaweepholbun (1973). The informants of this study were 213 students of ten teachers' training colleges. They were from Nakhonpathom, Yala, Songkhla, Petburi, Phranakornsri-ayuttaya, Nakornsawan, Chiangmai, Sakonnakorn, Mahasarakam and Nakhornratchaseema campuses of teachers' training college. The tools for collecting data of

this research were English tests consisting of grammar, vocabulary and idiom, spelling, mechanics and writing. The findings were classified according to each type of tests as follows.

1. Grammar Test

In this test, the result was that the students made most errors on the use of pronouns and the least on active and passive voices.

2. Vocabulary and Idioms

The students made two types of errors respectively: vocabulary meaning and idiom usage.

3. Spelling Test

The students made two errors on failure to double the final consonant before adding a suffix, words often misspelled, confusion of ie and ei, failure to drop and use the final 'e' before adding suffixes, failure to use the initial consonants after adding prefixes.

4. Mechanics

Frequent errors that the students made were semicolon, comma, apostrophe, full stop and question mark.

5. Writing

The total number of sentences in this section of the test was 1,270

sentences. Students had most problems on sentence correction, combining and composing interrogative and informative sentences. For grammar: prepositions were the most problematic, whereas long and complicated structures were the least problematic.

The relationship between the knowledge of English grammatical structure and the ability to apply it in writing of the students was studied by Ammarachiwa (1974). The informants of this study were 290 sophomore students of seven campuses of the college of education. The tools for collecting data were multiple-choice grammatical structure tests and writing ability tests. The result of her analysis was presented in two parts:

1. Grammatical Test

The grammar usages that the students were knowledgeable the most to the least were sentence connectors, parallelism, clauses, articles, noun and pronoun, reference, tenses, verbals, prepositions, sentence fragments, subject and verb agreements, modifiers, passive voice and word order.

2. Writing Ability Test

The language rules that the students applied the most accurately in writing

were: parallelism, sentence connectors, sentence fragments, noun and pronoun reference, articles, verbals, word order, modifiers, subject and verb agreements, clauses, passive voice, tenses and prepositions.

It was found that students who were grammar-wise did not always have a very good writing ability. These students got better points on the grammatical structure test than those of writing ability test. Also, the problems they mostly faced were articles, subject and verb agreements, word order, clauses, sentence fragments, sentence connectors, noun and pronoun reference, prepositions and tenses. These problems were the reflection of misuse, misunderstanding and confusion between the L1 structure and the target language structure. This was because they acquired mainly the theory section of language but had no chance to apply it in daily use. In addition, they paid attention to some grammatical structures that they thought very important in language learning, for example, they focused on tenses, modifiers, verbal or parallelism but ignored articles, prepositions and sentence connectors. These problems lead to the fact that they had only recognition skill but lacked production skill.

English abstracts of graduate students were studied for error analysis by Noojan (1999). The purpose of her research was to analyze errors found in English abstracts of

Thai literature and educational measurement theses. In conducting this study, the data were abstracts of the two graduate programs with the total number of 12 for Thai literature and 24 for educational measurement. The errors were investigated and analyzed at two levels: sentence and word. The research results displayed 11 major types of errors found in the Thai literature abstracts. There were errors at the sentential level: tense, the agreement of verb and subject, the relative clause, parallelism, past participle, fragment and run-on and punctuation. In the word level, there were errors at adverb and adjective, article, preposition, diction, and misspelling. In educational measurements, the errors found were, sentential level, relative clause, punctuation, past participial phrase, parallel structure, fragment and run-on, and subject-verb agreement and tense. In the word level, the error found were modifier including adverb and adjective, article, preposition, diction and misspelling. The major plausible source of errors found was the language difference between English and Thai. The factors leading these students committed errors were ignorance of the proper linguistic features, technical terms and writing style required in abstract writing.

Error analysis of students' compositions was studied by Abdulsata (2000). In his research, the sample group was fifty five second-year students majoring English. The aim

was to analyze errors at sentential and word levels which could be found in written works.

The data for this study were essays. The total number of these assignments was 82. From

error investigation, the result was that there were six types of errors at the sentential level:

relative clause, tense, singular and plural nouns, punctuation, subject-verb agreement and

fragments, and run-ons. Also, in the word level, there were errors of article, preposition,

diction and adjective.

It was concluded that differences between Thai and English languages were the major sources of errors in these compositions. Therefore, these students made a verbatim translation from Thai to English without the awareness of structural differences and rules of these two languages.

Syntactic errors in business letter writing was studied by Yam-im (2002). The tools for the study were business letters: application letter, replying complaint letter and replying enquiry letter and conducted with 31 college students. The result revealed that there were respectively eight kinds of errors found: pronouns, prepositions, parts of speech, tenses, articles, sentence fragments, run-on sentences, and word order. In addition, letter of complaint replying contained the most errors followed by application letter and enquiry letter.

In summary, the study of Chen (1996) focused on gender difference in Taiwan business writing errors of English by using QBL (Quick Business Letter) software. It aimed to evaluate writing ability between male and female students. The informants were Taiwanese university students of second year. The data were different types of business letters. The result presented that the male students committed more errors in grammar, punctuation and convention than the female did. It is in the scope of error analysis in terms of investigation for general written errors for comparison. The error analysis in case of psycholinguistic study of Thai English compositions conducted by Brudhiprapa (1972) was based on composition writing. The informants were Thai college students. The aim was to investigate causes of errors rather than types of errors in detail. The causes were overgeneralization, violation of rule restrictions, incomplete application of rules and hypothesizing of false concepts. In an error analysis by Duskova (Arbor, 1996; citing Duskova, 1969) whose aim was to prove the two linguistic hypotheses: one believed that errors were from learners' performance but the other proposed that different form and interference were the causes of errors. His study was conducted by using homogeneous samples of Czech adult learners of English. It was a text-correction and composition based study. It was an error analysis to investigate what could be the real cause of errors in

writing. From his study, he found that interference from the first language had an influence on the latter learned language. The study of errors in written English conducted by Nithipong (1973) was a test-based study. With the undergraduates, the multiple choice test classified into four parts: grammar, vocabulary and idiom, spelling and punctuation and the essay test, she found that these informants committed the most problems on vocabulary and idiom, spelling, grammar and punctuation respectively. Saptaweepholbun (1973) conducted her study in the same area and the same method as Nithipong (1973) did. The informants were the same level but the informant number of this study was larger than that of Nithipong (1973). The tool of this study was the test classified into five parts: grammar, vocabulary and idiom, spelling, mechanics and writing. Errors were found in all parts like those of Nithipong (1973) but different in proportion. However, these twin studies were conducted by testing to investigate general written errors. Noojan (1999) studied errors in English abstracts of non-English majored graduates. With 36 abstracts and the framework set for sentential and word levels, she found that major errors they committed were tense, subject-verb agreement, relative clause, parallelism, past participle, fragment, run-on and punctuation for the sentential level and there were adjective, adverb, article, preposition, diction and misspelling errors in the word level. This error analysis did not pinpoint syntactic

errors but it presented additional information about the causes of errors in writing. It proposed that ignorance of the proper linguistic features, technical terms and writing style in abstract writing lead to errors.

There is another composition-based study conducted by Abdulsata (2000). The study of error analysis of students' compositions aimed to focus on sentential and word errors in compositions. This study was conducted in the same way as Nooan (1999) did, especially the framework set for the sentential and word levels, but the data collecting tools were like those of Brudhiprapa (1972). The informants were English majored undergraduates. After the error analysis, the results were quite similar to those of Nooan (1999). In the sentential level, there were relative clause, tense, singular and plural noun, punctuation, subject-verb agreement, fragment and run-on errors. In the word level, there were article, preposition, diction and adjective errors. He also presented the causes of errors in writing that word for word translation without the structural and language rule different awareness were factors to errors.

It can be inferred that none of the above studies did focus on syntax. All were investigated for general grammatical errors. Not related to grammatical structure errors, convention and punctuation errors were included in some studies, also causes of errors.

However, all the above studies were in the scope of error analysis and they were direct to writing problems and implied ways for improvement. For these reasons, the study of syntactic errors in business letter of college students by Yam-im (2002) was proposed. This study was conducted with four types of business letters. The results showed that the replying to complaint letters contained the most errors. There were pronoun, preposition, part of speech, tense, article, fragment, run-on and word order errors. It investigated the assignments for syntactic errors and then categorized them. Ammarachiwa (1974) conducted a study on the relationship between knowledge of English grammatical structure and the ability to apply in writing of the students. The aim of this study was to prove whether grammar-wise people mastered writing skills or not. The informants were undergraduate students. The tools were a test classified into two parts: grammar and writing. The grammar part was set to evaluate the knowledge of the informants and the other part intended to prove how these students apply the grammar knowledge to the written works. She found that the informants got better points on the grammar part and it was difficult to build a standard that the grammar-wiser learners were, the more they could write effectively. She also proposed that misuse, misunderstanding and confusion between their first language and the second language structure partly were causes of errors. Moreover,

the students paid an importance to only some grammatical structures that were always used rather than those seldom used or thought unimportant. However, if what they had learned had been usually practiced or they had had chances to practice, errors would have been lesser.

From the above brief details of the related studies, the current study will provide deeper syntactic analysis and more detailed framework for effective analysis. Also, this study will be conducted only on business writing assignments of Master Degree students of English. Moreover, as the previous ones studied with informants with a certain level of English knowledge, this study develops to use different and more precise framework, advanced level informants and more formal business writing materials to indicate errors in a different area of writing and provide an insight on syntactic analysis. Besides syntax, this study provides text syntax or intersentential error investigation which few studies have mentioned.

CHAPTER 3

METHODOLOGY

This study attempted to analyze business report assignments written by graduate students for syntactic errors and to explore the three most frequent syntactic errors in two levels: sentential and intersentential. This study was conducted as follows.

Error Taxonomy

In setting the framework for error classification, the contents of syntactic errors of James (1998) were applied for EA of this study. The three error types: phrasal, clausal and sentential errors previously proposed by James (1998) were adapted for more appropriate arrangement and direct-to-point analysis.

James focuses on clausal errors in sentences rather than sentences themselves. He proposed coordination and subordination errors which are related to errors of clauses in sentences and the way relative clauses link the whole contextual concept.

From the above reason, as a sentence consists of phrases and clauses, if errors occur at a phrase or a clause, a whole sentence cannot communicate perfectly. It will lead to misunderstanding and ambiguity which are communication barriers. Therefore, the

researcher combined the above mentioned errors into the same scope.

Sentential errors in this study mean any types of error that occur in a sentence in terms of phrasal and clausal errors. In the level of phrasal errors, there are noun, verbal, adjectival, adverbial and prepositional errors. In details, error identification of each category as classified was done on the aspects of superfluosness, omission, misselection, and misordering.

In clausal level, classifying clauses into dependent and independent clauses is very broad as there are noun, adjective, and adverb clauses inside the dependent and the independent can be placed alone. Therefore, errors in the independent were judged into phrasal level and errors in the dependent were judged and classified into the three mentioned categories: noun, adjectival and adverbial clauses. In order to analyze errors appearing at clauses, the mentioned error aspects as used by James (1998), superfluosness, omission, misselection, and misordering, were applied.

In EA and arranging errors into the framework, explanation for each error aspect is as follows (Jackson. 1982: 66-105).

- Superfluosness

Superfluosness is a type of sentential errors in which there are too many

items or components unnecessary. The errors found in this type can be redundancy and over-addition.

- Omission

Omission is a type of sentential errors that can occur in terms of leaving out grammatical items and components. Errors of this type can affect complete structure of sentences and effective communication.

- Misselection

Misselection is the use of wrong words or unsuitable words to communicate.

This error type can be considered as misformation.

- Misordering

Misordering is an error type that can occur in terms of arranging grammatical items in wrong places or not in a grammatical order. Misplacement of sentential items and word order are accounted.

In order to do an error analysis, the framework of sentential level, phrasal and clausal classes of errors, was set as follows.

1. Phrasal Errors

Phrase is a group of words combining to a larger unit and having no verb

form within its group. Also, only single word can be accounted as a phrase. Therefore, phrasal errors are errors appearing in a group of words with several types and in terms of wrong word form. Types of phrasal errors are as follows.

1.1 Noun Phrase

Noun phrase is a group of words combining as a noun or it can be a single word and it functions as a subject or an object. In case of word grouping, a noun phrase consists of three parts. There are head, pre-modifiers and post-modifiers. In doing an error analysis, the framework for noun phrase errors was set as the following examples.

- Superfluosness

The student office center (office/center) is a place for students to contact.

- Omission

There are many tree (trees) in this university.

- Misselection

Thank you for your considering (consideration).

- Misordering

We are assigned to write an organized well composition (well-organized composition).

1.2 Verb Phrase

Verb phrase is a single lexical verb or a group of verbs combining as an action part of a sentence. There are lexical verbs with modifiers. But in prepositional verb, prepositions attached are included as a lexical verb unit, not modifiers. The framework to analyze errors of this type is defined as follows.

- Superfluosity

I can be able to write (can write) better after learning this subject.

- Omission

The course instructor not decide (does not decide) to postpone the mid-term test to next week.

- Misselection

Our company is established (was established) ten years ago..

- Misordering

A secretary takes back a minute (takes a minute back) to edit.

1.3 Adjective Phrase

Adjective phrase is a type of phrases consisting of several kinds of words or a single adjective functioning as a modifier to a noun phrase and a complement to a verb

phrase. These functions can be defined as attributive and predicative functions respectively.

To analyze errors of adjective phrases appearing in the sentential level, the framework for error analysis is defined in the following aspects:

- Superfluosness

This car is the most expensive than (the most expensive) among its rivals.

- Omission

The proposed campaign will contribute the turnover higher _____(than) the first trimester.

- Misselection

The Thai society is bad (worse) than before.

- Misordering

These equipments are heavier two kilograms (two kilograms heavier) than another.

1.4 Adverb Phrase

Adverb phrase is a word or a group of various kinds of words forming a modifier to a verb, an adverb, and an adjective. The minimal form of adverbs, single adverb, is also accounted as a phrase. In a sentence, errors at adverb phrase can be found in the

use as time, place and manner indicator, for example. The following framework of error aspects was used for this error analysis.

- Superfluosness

The ordered items are dispatched more earlier than (earlier than) the informed delivery date and time.

- Omission

The trainees work dedicatedly than (more dedicatedly than) their supervisor.

- Misselection

She can speak French very good (well).

- Misordering

This bank cannot effectively manage its mutual funds enough (effectively enough) to trust.

1.5 Preposition Phrase

Preposition phrase is a word or a group of words functioning as a modifier To a whole sentence in terms of manner, reason, and purpose, for example. This phrase type cannot be used alone. It has to be placed in a sentence with a noun phrase or an adverb phrase as its main component. This is the special character of this phrase type.

However, errors at this level can be possibly found and the framework is set as follows.

- Superfluosness

We have a meeting with customers at 8.00 a.m. in the morning (--).

- Omission

With reference ____ (to) your application letter, I would like to make an appointment with you for an interview.

- Misselection

The seminar is held at 1.00 p.m. in (on) Sunday.

- Misordering

Because partly of (Partly because of) parents, children are spoiled.

2. Clausal Errors

A clause is a grammatical unit consisting of phrases but it is not a complete sentence. It needs another sentence to modify or fulfill its meaning. In the clausal category, clauses are classified into noun, adjective, and adverb clauses and errors can occur in these following forms.

2.1 Noun Clause

Noun clause is a type of clauses consisting of phrases and can be used as

a noun or instead of a noun phrase in a sentence. Although its form is like a sentence but it functions as a part of a sentence, dependent clause. However, errors at this clausal type can occur and be analyzed through the framework as follows.

- Superfluosness

I do not know that is why my recommendation on the computer system improvement has not been considered (why my recommendation on the computer system improvement has not been considered).

- Omission

No one can decide _____ the action plan should be continued or be adjusted (whether the action plan should be continued or be adjusted).

- Misselection

It is a must to count how much times you cut the class (how many times you cut the class).

- Misordering

That our company will close because of SARS outbreak temporarily (That our company will temporarily close because of SARS outbreak) is possible.

2.2 Adjective Clause

Adjective clause is a dependent clause consisting of several phrase types and forms like a sentence but it is placed in a sentence as a modifier instead of using an adjective phrase or a single adjective. It cannot be used alone as it is a dependent clause. It has to be used to modify a noun or a noun phrase no matter what functions of that noun are. Also, this clause type has to be preceded with referent connectors. Error aspects of the use of adjective clause can be analyzed through the framework as follows.

- Superfluosness

The man to whom I talked to (to whom I talked) yesterday is a doctor.

- Omission

It is time to provide overall checks for mammogram machines which have been leased for more _____ two years (which have been leased for more than two years).

- Misselection

Our company will be moved to a new location where is more comfortable to urban travel (where is more comfortable for urban travel).

- Misordering

There are pending assignments that take time so much to accomplish (that

take so much time to accomplish).

2.3 Adverb Clause

Adverb clause is a clause consisting of phrases and forms like a sentence but functions as a modifier. As it is a dependent clause, it cannot be placed alone. It can be used in terms of “when?”, “where?”, “why?”, “with what goal/result?” and “under what conditions?” (Megginson. 1996: Online). This type of clause is preceded by unomittable clause markers in terms of logical order. In error analysis, errors appearing in this clause type can occur and be analyzed through the following framework.

- Superfluosness

Seat belt law was introduced so that traffic accidents would be less reduced (so that the traffic accidents would be reduced).

- Omission

I have to seek for a new job so that I can escape _____ the discomfiture of this current job (so that I can escape from the discomfiture of this current job).

- Misselection

Our company will send you a technician team later they come back from service trips in up-country (after they come back from service trips in up-country).

- Misordering

Because there often have been complaints on the Internet system of the

library (Because there have often been complaints on the Internet system of the library), the director makes a budgeting plan for the improvement.

For intersentential errors, they are errors occurring at all level of textual cohesion.

This error type is involved with the ways in which sentences combine into a cohesive chunk or it can be called textsyntax (Jackson. 1982). In this research, the framework of James (1998) was drawn to analyzed the collected data without any changes.

In textual cohesion, there are five error aspects that can occur in a text: reference, substitution, ellipsis, conjunction and lexical cohesion errors.

1. Reference

A method of using words by means of pronouns (eg. it, mine, and yours) demonstratives (eg. this, that, those and these) or comparative terms (eg. such) to refer to things or people mentioned before. However, the wrong use of reference may not only defect the text structure but also detract the textual cohesiveness. For examples,

- The students' vote is considered as a final step. Theirs (Their vote) will be kept as a statistic to improve our service.

- The shipment will be delivered next week. This problem (no previous reference) causes retard in our maintenance process.

2. Substitution

A substitution is a method of building an in-text grammatical relation by using a different word in form or meaning, unlike reference whose sets of words are in kind of verbatim third person indication. Substitution occurs in terms of nominals (eg. one, ones, and the same), verbals (eg. auxiliary 'do'), and clausals (eg. so). This intersentential method is used to avoid the redundance of in-text lexical items and place any grammatical item as a replacement for a longer or mentioned one. For examples,

- Our new product unveiling exposition will be held next week. Doing that (Doing so) will not be interesting if we do not invite some celebrities.

- As a primary step, we have to launch a branding plan to make our company better-known. In doing that (In doing so), our marketing manager proposes creating a mascot.

3. Ellipsis

Another intersentential method of substituting a word, which is said, by nothing is ellipsis. The omitted item can be nominals, verbals and clausals. However,

ellipsis cannot affect textual understanding because this is a way to avoid redundancy by leaving out some previously mentioned word which does not affect the maintaining of the understandable state of a text. However, the misuse of ellipsis can affect the language structure. For example,

- His project proposal is submitted today. Whether the Chair Advisor approve ___ (it) or not is unknown.

4. Conjunction

Conjunction is the use of transition words to link ideas between sentences.

This intersentential method can build a logical relation in a whole text. However, misleading or misunderstanding can occur if an inappropriate transition word is used. For example,

- All drivers know driving through the red light is illegal otherwise (but) there are few people doing that.

5. Lexical Cohesion

Lexical cohesion is a method of using synonymous words to organize cohesively logical relation in a whole text. It can recall a sense of a previously covered instance. However, it is not only a relation between pairs of words but it is also typically operated in terms of lexical chains (Shi. 2004: Online). As this technique is generally

utilized, possible errors found in this type are the excessive repeat in successive or the use of misleading words. For example,

- After we received your letter via fax, I made one copy of this letter (this document) for the assistant manager. Then, I had to summarize important details of this letter (your letter) and issue a letter of guarantee following contents and provisions in the letter (as informed). After that, your letter (the letter) would be attached with the issued guarantee document to authorized officers to sign and your letter would be filed as our reference.

Procedure

The procedure for conducting this study is as follows.

Data Collection

Business writing assignments of the course entitled “Seminar in Advanced Writing Style (BEN 621)” from 11 second-year graduate students of Business English for International Communication in the academic year 2002 were collected. In this course, there were 13 assignments clustered into 5 groups:

1. Action Minutes and Minutes
2. Unsolicited Proposal (Seminar)

3. Report (PM's Visit, Performance, Campus Problem Letter, and Campus Problem Memo)

4. Replying Memo (Award Diner, Schedule Change, Provident Fund, Budget, and Shipping Problem)

5. Informing Memo (Situation Brief)

All of these 13 written works were the students' first drafts based on supposed situations except minutes and action minutes which referred to in-class sessions.

Random Selection

After collecting the assignments, the total number was 127. There were 3 stages to select the data for this research (see tables in Appendix 1).

In stage 1, the density of information was a factor to randomize. Any assignments containing less information density than others were removed: Award Diner, and Schedule Change which were replying memoranda. Therefore, there were the remaining after this stage with the total number of 107 as follows.

1. Action Minutes and Minutes
2. Unsolicited Proposal (Seminar)

3. Report (PM's Visit, Performance, Campus Problem Letter and Campus

Problem Memo)

4. Replying Memo (Provident Fund, Budget, and Shipping Problem)
5. Informing Memo (Situation Brief)

In stage 2, any assignments with purposes that could not be arranged into any group were removed: Seminar and Situation Brief. Therefore, the total number was 86. The remaining was as follows.

1. Action Minutes and Action Minutes
2. Report (PM's Visit, Performance, Campus Problem Letter, and Campus

Problem Memo)

3. Replying Memo (Provident Fund, Budget, and Shipping Problem)

In stage 3, the largest group of assignments was selected. The data were PM's Visit, Performance, Campus Problem Letter, and Campus Problem Memo. However, PM's Visit was removed as it was examined by classmate's correction while three remaining were checked by the course instructor. This was for the reliability reason. The total number of the data for research was 30.

Data Analysis

The data of this study were 30 first drafts of business reports of The Seminar in Advanced Writing Styles Course (BEN 621) in the summer semester, academic year 2002.

They were written by 11 second year Master of Arts students in Business English for International Communication Program at a university in Bangkok.

In this process, as all the documents were previously checked by the course instructor, all the assignment's correction was erased for making them clean copies. For the reliability reason, these copies of the assignments were then corrected by two qualified raters: Filipino and Thai, who work in the English skill-required atmosphere, especially the Filipino who used to be a columnist of an English language newspaper.

Error Categorization

In this study, error categories were drawn and adapted from James's syntax errors (1998). As the data were examined by different raters, if the errors found were not in agreement, the researcher would make a judgement to put them into the most reasonable categories. However, in this analytical process, heading, specific names, paragraph topics, lexis, misspelling, format, font types, abbreviations, statistical items, punctuation, and ending parts were not accounted in this study.

Statistical Treatment

After error classification, the total number of errors in each category and subcategory in each level was calculated in percentage but separated according to each error type. Then, the three most frequent errors were discussed afterwards.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the findings are presented in tabular forms. Table 1 displays the frequency of syntactic errors of the informants' business report writing. The three most frequent errors are presented separately in Table 2, 3, and 4.

TABLE 1 DISTRIBUTION OF SYNTACTIC ERRORS (BUSINESS REPORTS/N = 30)

Error Type	Frequency				
	(SF)	(O)	(MS)	(MO)	
<u>Sentential Errors</u>					
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	137	259	100	8	
2. Verb Phrase (VP)	9	13	100	3	
3. Adjective Phrase (AP)	13	15	11	2	
4. Adverb Phrase (AVP)	6	3	2	2	
5. Preposition Phrase (PP)	64	72	52	2	
<u>Clausal Errors</u>					
1. Noun Clause (NC)	27	47	53	4	
2. Adjective Clause (AC)	13	24	17	4	
3. Adverb Clause (AVC)	32	51	48	5	
Total Errors	301	484	383	30	
Percentage	23.53%	37.84%	29.94%	2.34%	
<u>Intersentential Errors</u>					
	(R)	(E)	(S)	(C)	(LC)
Total Errors	50		1	16	14
Percentage	3.90%		0.07%	1.25%	1.09%
Total Errors	1,279 (100%)				
(Sentential and Intersentential)					

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

As shown in Table 1, the three most frequent errors were in sentential level. The most frequent types of errors was omission (37.84%), followed by misselection (29.94%), and superfluosness (23.53%).

TABLE 2 FREQUENCY OF OMISSION ERRORS

Omission Errors	Frequency
<u>Sentential Errors</u>	(0)
<u>Phrasal Errors</u>	
1. Noun Phrase (NP)	259
2. Verb Phrase (VP)	13
3. Adjective Phrase (AP)	15
4. Adverb Phrase (AVP)	3
5. Preposition Phrase (PP)	72
<u>Clausal Errors</u>	
1. Noun Clause (NC)	47
2. Adjective Clause (AC)	24
3. Adverb Clause (AVC)	51
Total Errors	484
Percentage	37.84%
Total Errors	1,279 (100%)
(Sentential and Intersentential)	

Note: O = Omission

As shown in Table 2, 37.84% of syntactic errors were omission errors (301 out of 1,279 errors). Noun phrase was the most frequent sub-type with a large number of the wrong use of articles. Omission errors were found in several cases as follows.

1. Articles

Examples

- An important communication channel is (the) Internet.
- Our problems are facilities, limited parking lots and schedules. (The) Problems

need to be solved immediately.

As known, "the" is used as a definite article. When something is subsequently mentioned or there is only one thing in a situation, "the" is needed. In addition, words for invention or technological instruments are always used with "the". This language rule is different from that of the Thai language in that there is no article usage in Thai to say things generally or specifically. Therefore, omission errors could be frequently seen in written works by Thai students.

2. Collocations

Examples

- This awkward process is embarrassing (to) the students.
- The students feel that they are not cared (for) and left alone.

Collocations are words that go together. According to the structures of the phrases, both 'embarrassing' and 'cared' require 'to' and 'for' as restrictive elements.

3. Comparison

Examples

- It is not (as) productive to accept the situation as it is.
- It will be easier and (more) convenient to discuss in a room.

Regarding the rules of comparison, there are three levels: equal, comparative and superlative. All these levels need word variation and collocation words. In the first example, the 'as...as' structure is not complete when saying something is equal to something in quality, one preceding an adjective or adverb and the other after that adjective or adverb or preceding a next clause. For the comparative, most adjectives and adverbs with more than two syllables require "more" but to compare to something, "than" is required.

4. Auxiliary Verbs

Example

- No good quality copy machine (is) provided.

It is restrictive in English that auxiliary verbs are required for interrogative, negative and passive sentences. In this example, a passive construction without an auxiliary

verb defects the whole structure. In this example, if "is" is omitted, this will become a noun phrase.

5. Objects

Examples

- It is quite hard to borrow (something).
- I was able to develop my logical thinking and apply (it) to my writing.

In English, a sentence structure is consisted of a subject, verb and object as major components. Some verbs are transitive and require an object. In Thai, the structure is flexible. A sentence without an object is accepted.

6. Parallelism

Examples

- I got good scores on participation(s) and class activities.
- All my recommendation can solve the problems and (make) improvement.

If one item in a sentence is made plural, singular or in any forms, another item in the same word class must also be made in the same way. This is the rule of parallelism in English.

7. Prepositional Complements

Examples

- The participants must attend the class not less than 80% (of the time).
- My performance is satisfied because I can make it better than (in) the past.

In English language structure, besides the major elements of a sentence, prepositions are also needed to extend and fulfill a sentence. However, filling them into a sentence depends on whether the major elements require them or not. From the examples, when the first sentence ends without the prepositional complement, it is hard to interpret as the modifier is left out. In the second sentence, a preposition is needed in a structure like this. This is because the comparison is not between "make it better" and "the past" but rather "make it better" at present than doing this "in the past".

8. Relative Clauses

Examples

- The differences cause difficulties (that) can be classified into three problems.
- The faculty should have the staff who (is) responsible for the graduate

students in the evening and holidays.

Relative clauses modify ideas or express clearer meanings to sentences. In

these clauses, omission errors occurred at different positions even clause markers. In fact, these clauses are sentences but act as subordinates. However, the informants may understand them as modifying phrases or it may be because of the difficulty of its use.

9. Singular-Plural Forms

Examples

- The students in this university encounter several problem(s) today.
- The graduate students take their own car(s) to the university.

Mostly, countable nouns can be made plural by adding "s" after them. This linguistic rule does not appear in Thai. Therefore, this is the detailed usage which is problematic to foreign language learners whose first language is different from English.

TABLE 3 FREQUENCY OF MISSELECTION ERRORS

Misselection Errors	Frequency
<u>Sentential Errors</u>	(MS)
<u>Phrasal Errors</u>	
1. Noun Phrase (NP)	100
2. Verb Phrase (VP)	100
3. Adjective Phrase (AP)	11
4. Adverb Phrase (AVP)	2
5. Preposition Phrase (PP)	52
<u>Clausal Errors</u>	
1. Noun Clause (NC)	53
2. Adjective Clause (AC)	17
3. Adverb Clause (AVC)	48
Total Errors	383
Percentage	29.94%
Total Errors	1,279 (100%)
(Sentential and Intersentential)	

Note: MS = Misselection

As shown in Table 3, 29.94% of errors were misselection errors (383 out of 1,279 errors). The following are examples of misselection errors that the informants committed.

1. Articles

Examples

- Srinakharinwirot University is the (a) famous state organization.
- As the (a) result, I had to register my enrolment at the university.

Misselection of articles may be due to the difference between language rules of Thai and English. In Thai, when talking about something generally or specifically, there is no identifying item for this case. Contrary to English, there are articles to be used for different levels of specifying. "A" and "an" are used to refer to a noun in general to inform there is one thing in a situation but "the" is used in more specific meaning.

2. Active-Passive Voices

Examples

- The number of students in the second year will reduce (will be reduced).
- The students attempt to access the information online but it was failed (fails).

In the case of active-passive voices, it may be that the Thai language is attributable to the errors. This is because Thai structure is flexible. Although some sentences are not written in passive construction, they can be interpreted as that. In contrast, in English, passive voice is required to use when something said cannot do an action by itself, whereas active voice is used for general sentences to identify a doer in a situation.

3. Collocations

Example

- The addressed problems for (of) the graduate students are distinctive.

Collocations are words that co-occur and sound right to the native speakers.

These errors are problematic to most L2 learners whose first language is distant from the target language. In English, there is a variety of collocations and each combination has different meanings. This is similar to the collocation rules in Thai in the case of prepositional collocation.

4. Countable and Uncountable Nouns

Example

- It will be more convenient for the students if there is someone appointed as an administrative staff (officer) for the evening program students.

In English, there are two major types of nouns: countable and uncountable.

Contrary to Thai, nouns are not classified accordingly. Therefore, this is problematic to Thai learners to use them correctly. In addition, the intrinsic difficulty of English countable and uncountable noun classification is confusing. For example, the sentence is defected

because the informant may misunderstand the type of words and this leads to the wrong use of noun and article.

5. Gerunds

Examples

- This problem can be called lacking (lack) of information.
- I have no chance to write these documents in my daily working (work).

Generally, gerund is made from a verb and used as a singular noun. From the example, these errors may derive from Thai interference as gerund means an action or doing something. The informants may misunderstand that it is always used to replace a noun.

6. If Clauses

Example

- They said that it would take (would have taken) more time if they conduct (had conducted) courses in English.

This is a rule that is different from Thai conditional sentences. Thai conditional sentences are not classified into past, present or future meaning. In English, conditional

sentences are classified into 3 types and these confuse Thai learners in their usage as each has its own structure.

7. Participle Usage

Example

- The first problem is the facilities included (including) services.

Participle usage is the use of clause reduction. The problem that the informants committed was the confusion between past and present participle. Past participle is used as a passive voice modifier, whereas present participle is for modifying something similar to the use of adjective.

8. Phrasal Verbs

Examples

- These difficulties are classified to (into) 3 problems.
- The students couldn't adapt themselves with (to) a hard study.

This is very problematic to the informants as there is no such rule in Thai.

Phrasal verb errors may be attributable to the misunderstanding to what are the right prepositions to be used with verbs. This error type defects a whole sentence structure.

9. Relative Clauses

Example

- I do not only want a native speaker who can speak English but also the subject matter of the course that (in which) I enroll.

In Thai, relative clauses are not very detailed in usage like English. Different clauses require different clause markers. There are a few clause markers used in Thai but they can be used with several types of clauses. In English, clause markers such as what, where, and which (plus a preposition for more formal) are selections to modify sentences.

10. Specifying Genitives

Examples

- They don't have time to check every (all) news.
- This (these) scores are not good.

This error type may be resulted from the different use of words. In structure, uncountable nouns cannot be used with some specifying genitives but there is not such a rule and classification of nouns like this in Thai.

11. Subject-Verb Agreement

Examples

- These facilities becomes (are/become) necessary.
- The staff seem (seems) frustrated.

From the data, this error type frequently occurred. As the Thai language has no rule like this, the informants may be careless in the use of different structure of English.

This may be due to their first language transfer as well as the intrinsic difficulty of English.

12. Tenses

Examples

- They discovered their needs are (were) not MBA.
- I have learned business writing in many aspects that I have never known (did

not know) before.

The use of tenses is problematic to the learners when learning English. In Thai, there is no conjugation of tenses. Contrary to English, each tense has its own structure and different usage. It also happens in terms of unparallel structures and event misordering.

13. Verb Forms

Examples

- We were assigned to writing (to write) minutes.
- I always come to the class on time and no absent (am never absent).

The strict verb form of English is problematic to the informants as the Thai structure is flexible. This can result in the wrong use of verb form. In the first example, the infinitive "to" requires a simple verb form.

14. Word Parts

Examples

- I can summary (summarize) the three problems as follows.
- I had some importance (important) job.

A number of the informants were confused by word parts. A noun, for example, is used different from a verb or an adjective. The informants may be confused how to vary a word correctly or it may be due to their carelessness. It is also possible that some informants used a noun as a verb because the word form is almost the same in writing.

TABLE 4 FREQUENCY OF SUPERFLOUSNESS ERRORS

Superflousness Errors	Frequency
<u>Sentential Errors</u>	(SF)
<u>Phrasal Errors</u>	
1. Noun Phrase (NP)	137
2. Verb Phrase (VP)	9
3. Adjective Phrase (AP)	13
4. Adverb Phrase (AVP)	6
5. Preposition Phrase (PP)	64
<u>Clausal Errors</u>	
1. Noun Clause (NC)	27
2. Adjective Clause (AC)	13
3. Adverb Clause (AVC)	32
Total Errors	301
Percentage	23.53%
Total Errors	1,279 (100%)
(Sentential and Intersentential)	

Note: SF = Superfluosness

As shown in the Table 4, superflousness errors accounted for 23.53% of the total errors. Examples of this type of errors are as follows.

1. Articles

Examples

- The university's image is creditable enough to make the people believe this is a leading university.

- The students encounter a several problems.

Generally, articles are required in English. However, sometimes, an article is not required, for example, for plural and uncountable nouns.

2. Overmodification

Examples

- Many students already complaint about these matters.
- The writing knowledge from this course will be profitable for my future career life.
- By doing so, the university will be greatly meet the students' satisfaction.

Overmodification means a way of putting excessive items in a sentence without any meaning to convey or clarify any sense. This may be a lack of awareness in sentence structures and tenses. Some words are not needed to use as modifiers in some tenses. In the last two examples, there is no need to fill an additional word to clarify the sentence meaning but defect the sentence structure.

3. Phrasal Verbs

Examples

- They directly affect to the students' satisfaction.

- This will make most students lack of confidence in the service.

This error type occurred because the informants may be too much concerned about omission errors or they may be confused about which word requires a preposition.

4. Redundancy

Examples

- The faculty should provide a bulletin board at a place where it is easy to notice the board.

- This makes many students have to walk far in order to find food at shops around here.

This problem mostly occurred in clauses. It may be because the informants were too concerned if their sentence components were completed. Also, it may be attributable to the first language interference as the Thai language is often spoken in this way. In English, these excessive structural items are not required.

5. Singular-Plural Forms

Examples

- There should be some more conveniencs provided.
- The responsibilities of the committee's staffs are as follows.

Generally, most countable nouns can be added with "s" to make them plural but "s" cannot be added to uncountable nouns as they are always considered as singular nouns.

They are abstract nouns or cannot be made into units. In Thai, it is not mentioned whether nouns can be counted or not. Convenience is abstract and it cannot be counted into units and staff means a group of people with plural meaning but singular form.

The results of this study revealed the three most problematic syntactic errors found in business report writing and various cases of errors. The most frequent error was omission followed by misselection and superfluosness. These findings support the information on the natural order and problems in second language learning by Brown (1980), Chumchaiyo (2002a, 2001, 2002b), Krashen (n.d.: Online), Parker and Riley (1994) and Richards (1971) in that although the sampling group was advanced learners, they still made some syntactic errors. These may derive from L1 interference which causes words for words translation and misformation as well as the intrinsic factor which refers to the difficulty of the target language itself. The different structures between Thai and English and some language rules that are not available in the L1 are the negative transfer implicating these errors. Moreover, the context of learning which refers to the crossover of natural order may have an impact on native language proficiency. In error analysis, it can be inferred that

inadequate teaching and environment supporting L2 learning are factors leading to long-rooted errors. Communication strategies may also lead to the wrong use of syntactic structure. However, the context of learning and communication strategies are resulted from the interference and the intrinsic factor. If the L1 and L2 interference problems are solved, using language without structure awareness may be decreased.

In addition, this study supports the study of Ammarachiwa (1974) in that English grammar was still problematic to advanced L2 learners. However, the studies of Abdulsata (2000), Brudhiprapha (1972), Noojan (1999), and Yam-im (2002) cannot be comparable to this current study in terms of error classification. Moreover, the studies of Nithipong (1973) and Saptaweepholbun (1973) are very different from this study in relation to research methodology as they were test-based but the findings are quite similar to this study in some error types at the sentential level.

CHAPTER 5

CONCLUSION

This chapter concludes the study with its applications and limitations.

Recommendations for further studies are also presented.

Conclusion

This study aimed to analyze syntactic errors and investigate the three most frequent errors. The data were 30 drafts of business report writing written by 11 graduate students in Business English for International Communication Program. The error taxonomy was classified into 9 error types: superfluosness, omission, misselection and misordering for the sentential level and reference, ellipsis, substitution, conjunction and lexical cohesion for the intersentential level. The results revealed that syntactic errors were found in all types of errors except the ellipsis (see Table 1 in Chapter 4). The three most frequent errors were omission (37.84%) followed by misselection (29.94%), and superfluosness (23.53%).

It is possible that these errors were mainly attributable to the mix of first language interference and the intrinsic difficulty of the second language (the major sources of errors) which implicate the informants' carelessness (Brown. 1980; Chumchaiyo. 2002a, 2001,

2002b; Krashen. n.d.: Online; Parker and Riley. 1994; Richards. 1971). The different structures between Thai and English and some language rules that are not available in the L1 are the negative transfer implicating these errors. Communication Strategies of the learners are also the error channel after the L1 interference and L2 intrinsic difficulty. In terms of learning contexts, it is recommended that the accurate understanding of syntactic differences between Thai and English languages should be well grounded so that the first language interference would be reduced when learning a foreign language. However, grammar-wise learners are not always good at writing (Ammarachiwa. 1974).

Application

This study can be applied to second language teaching and learning as follows:

1. In writing, instructors should ground grammatical rules to students to make it clear about the different language structures between Thai and English. This is because the different systems of the language may interfere the use of language communication.

Teaching should start from 'how morphemes constitute a word' to 'how words constitute a sentence' and to 'how sentences constitute a text' respectively as some common syntactic errors are still found in advanced English learners' written production.

2. In English learning, syntax cannot be well-grounded by only reading through a

text. Error identification practices, the same way as this study was conducted, are more helpful. This is to improve the knowledge of the accuracy English structure.

Limitation

This study was conducted under the limitation that the data were derived from eleven graduate students of Business English for International Communication Program. With the small data, the results of this study may not be generalized to other fields of study.

Suggestions for Future Studies

1. As this study initiated a framework in the intersentential level for error analysis, it is possible that there are studies investigating errors of this level in depth. For example, in this study, the word 'otherwise' is used for the word 'but' with the misunderstanding that conjunctions in the same group can be always used in the same way. It is possible that, as there is still confusion and misunderstanding toward the use of each conjunction in the group of, such as, addition, contrast, and purpose, learners may apply some words in a group for ones in another without the true understanding of their meanings.

2. There should be a study investigating what teaching styles or methods are the most effective teaching method to syntax grounding for a good writing.

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APPENDICES

APPENDIX 1

Assignment Randomization Stages

ALL ASSIGNMENTS BEFORE RANDOMIZATION

Students	1	2	3	4	5	6	7	8	9	10	11	Total
Assignments												
1. Action Minutes	d	d	d	d	d	d	d		d	d	d	10
2. Minutes	d	d		d	d	d	d		d	d	d	9
3. Unsolicited Proposal (Seminar)	d	d	d	d	d	d	d	d	d	d	d	11
4. Report (PM's Visit)	d	d	d	d	d	d	d	d	d	d	d	11
5. Report (Performance)	d	d	d	d	d	d		d	d	d	d	10
6. Report (Campus Problem Letter)	d	d	d	d	d	d	d	d	d	d	d	11
7. Report (Campus Problem Memo)	d	d		d	d	d	d		d	d	d	9
8. Replying Memo (Award Diner)	d	d	d	d	d	d	d	d	d		d	10
9. Replying Memo (Schedule Change)	d	d	d	d	d	d	d		d	d	d	10
10. Replying Memo (Provident Fund)	d	d	d		d	d	d				d	7
11. Replying Memo (Budget)	d	d	d	d	d	d	d		d	d	d	10
12. Replying Memo (Shipping Problem)	d	d	d		d	d	d		d	d	d	9
13. Informing Memo (Situation Brief)	d	d	d	d	d	d	d		d	d	d	10
Assignments per student	13	13	11	11	13	13	12	5	12	11	13	127

Note: d = 1 draft

ASSIGNMENT RANDOMIZATION STAGE 1

Students	1	2	3	4	5	6	7	8	9	10	11	Total
Assignments												
1. Action Minutes	d	d	d	d	d	d	d		d	d	d	10
2. Minutes	d	d		d	d	d	d		d	d	d	9
3. Unsolicited Proposal (Seminar)	d	d	d	d	d	d	d	d	d	d	d	11
4. Report (PM's Visit)	d	d	d	d	d	d	d	d	d	d	d	11
5. Report (Performance)	d	d	d	d	d	d		d	d	d	d	10
6. Report (Campus Problem Letter)	d	d	d	d	d	d	d	d	d	d	d	11
7. Report (Campus Problem Memo)	d	d		d	d	d	d		d	d	d	9
8. Replying Memo (Provident Fund)	d	d	d		d	d	d				d	7
9. Replying Memo (Budget)	d	d	d	d	d	d	d		d	d	d	10
10. Replying Memo (Shipping Problem)	d	d	d		d	d	d		d	d	d	9
11. Informing Memo (Situation Brief)	d	d	d	d	d	d	d		d	d	d	10
Assignments per student	11	11	9	9	11	11	10	4	10	10	11	107

Note: d = 1 draft

ASSIGNMENT RANDOMIZATION STAGE 2

Students	1	2	3	4	5	6	7	8	9	10	11	Total
Assignments												
1. Action Minutes	d	d	d	d	d	d	d		d	d	d	10
2. Minutes	d	d		d	d	d	d		d	d	d	9
3. Report (PM's Visit)	d	d	d	d	d	d	d	d	d	d	d	11
4. Report (Performance)	d	d	d	d	d	d		d	d	d	d	10
5. Report (Campus Problem Letter)	d	d	d	d	d	d	d	d	d	d	d	11
6. Report (Campus Problem Memo)	d	d		d	d	d	d		d	d	d	9
7. Replying Memo (Provident Fund)	d	d	d		d	d	d				d	7
8. Replying Memo (Budget)	d	d	d	d	d	d	d		d	d	d	10
9. Replying Memo (Shipping Problem)	d	d	d		d	d	d		d	d	d	9
Assignments per student	9	9	7	7	9	9	8	3	8	8	9	86

Note: d = 1 draft

ASSIGNMENT RANDOMIZATION STAGE 3

Students	1	2	3	4	5	6	7	8	9	10	11	Total
Assignments												
1. Report (Performance)	d	d	d	d	d	d		d	d	d	d	10
2. Report (Campus Problem Letter)	d	d	d	d	d	d	d	d	d	d	d	11
3. Report (Campus Problem Memo)	d	d		d	d	d	d		d	d	d	9
Assignments per student	3	3	2	3	3	3	2	2	3	3	3	30

Note: d = 1 draft

APPENDIX 2

The Frequency of Errors of Each Individual Participant

Student 1's Assignments					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	23	32	17		
2. Verb Phrase (VP)	3	6	16		
3. Adjective Phrase (AP)	1	2		1	
4. Adverb Phrase (AVP)	1			1	
5. Preposition Phrase (PP)	8	11	10	1	
<u>Clausal Errors</u>					
1. Noun Clause (NC)	4	2	10		
2. Adjective Clause (AC)	2	4	1		
3. Adverb Clause (AVC)	7	9	10	3	
Total Errors	49	66	64	6	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	9			10	1

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

<u>Student 2's Assignments</u>					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	20	28	12	1	
2. Verb Phrase (VP)	3	4	9	1	
3. Adjective Phrase (AP)	4	1	1		
4. Adverb Phrase (AVP)	1		1		
5. Preposition Phrase (PP)	5	8	7		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	6	12	11	2	
2. Adjective Clause (AC)	4	2	2	1	
3. Adverb Clause (AVC)	9	12	13	1	
Total Errors	52	67	56	6	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	5			1	4

Note: SF = Superfluosness

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C = Conjunction

LC = Lexical Cohesion

<u>Student 3's Assignments</u>					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	8	41	5	3	
2. Verb Phrase (VP)			15		
3. Adjective Phrase (AP)		2	2		
4. Adverb Phrase (AVP)					
5. Preposition Phrase (PP)	3	10	3		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	3	7	2		
2. Adjective Clause (AC)	2	4	2		
3. Adverb Clause (AVC)	3	6	4		
Total Errors	19	70	33	3	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	6		1		2

Note: SF = Superfluosness

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MO = Misordering

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LC = Lexical Cohesion

Student 4's Assignments					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	14	38	14		
2. Verb Phrase (VP)		2	14	1	
3. Adjective Phrase (AP)		3	1		
4. Adverb Phrase (AVP)	2				
5. Preposition Phrase (PP)	10	9	5		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	4	5	7		
2. Adjective Clause (AC)		2	1		
3. Adverb Clause (AVC)	1	1	5		
Total Errors	31	60	47	1	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	1			2	3

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

<u>Student 5's Assignments</u>					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	6	23	15		
2. Verb Phrase (VP)	1		4		
3. Adjective Phrase (AP)	1	1		1	
4. Adverb Phrase (AVP)			1		
5. Preposition Phrase (PP)	5	4	3		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	1		2		
2. Adjective Clause (AC)	2	1	2	1	
3. Adverb Clause (AVC)					
Total Errors	16	29	27	2	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)

Total Errors

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

<u>Student 6's Assignments</u>					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	18	12	13	1	
2. Verb Phrase (VP)	1		7		
3. Adjective Phrase (AP)	1	2	2		
4. Adverb Phrase (AVP)				1	
5. Preposition Phrase (PP)	12	11	7		
<u>Clausal Errors</u>					
1. Noun Clause (NC)					
2. Adjective Clause (AC)	1	4	5		
3. Adverb Clause (AVC)	7	12	5		
Total Errors	40	41	39	2	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	4				

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

Student 7's Assignments					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	16	20	6	3	
2. Verb Phrase (VP)		1	11	1	
3. Adjective Phrase (AP)	2	1	3		
4. Adverb Phrase (AVP)	1	1		2	
5. Preposition Phrase (PP)	10	4	9		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	5	7	7	1	
2. Adjective Clause (AC)			2		
3. Adverb Clause (AVC)	3	6	5		
Total Errors	37	40	43	7	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	22			1	3

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

<u>Student 8's Assignments</u>					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	9	19	6		
2. Verb Phrase (VP)			7		
3. Adjective Phrase (AP)			1		
4. Adverb Phrase (AVP)		1			
5. Preposition Phrase (PP)	2	4	1		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	1	4	7		
2. Adjective Clause (AC)					1
3. Adverb Clause (AVC)	1				
Total Errors	13	28	22	1	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)

Total Errors

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

Student 9's Assignments					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	12	15	2		
2. Verb Phrase (VP)			5		
3. Adjective Phrase (AP)		2			
4. Adverb Phrase (AVP)					
5. Preposition Phrase (PP)		2	1		
<u>Clausal Errors</u>					
1. Noun Clause (NC)	3	2			
2. Adjective Clause (AC)	1	3			
3. Adverb Clause (AVC)	1	1			
Total Errors	17	25	10		
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	1				1

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

Student 10's Assignments					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	9	28	8		
2. Verb Phrase (VP)			10		
3. Adjective Phrase (AP)	3	1	1		
4. Adverb Phrase (AVP)	1				
5. Preposition Phrase (PP)	9	7	5	1	
<u>Clausal Errors</u>					
1. Noun Clause (NC)		8	7		
2. Adjective Clause (AC)		3		1	
3. Adverb Clause (AVC)		3	4		
Total Errors	22	50	35	2	
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
Total Errors	2			2	

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

Student 11's Assignments					
<u>Sentential Errors</u>	(SF)	(O)	(MS)	(MO)	
<u>Phrasal Errors</u>					
1. Noun Phrase (NP)	2	3	2		
2. Verb Phrase (VP)	1		2		
3. Adjective Phrase (AP)	1				
4. Adverb Phrase (AVP)		1			
5. Preposition Phrase (PP)		2	1		
<u>Clausal Errors</u>					
1. Noun Clause (NC)					1
2. Adjective Clause (AC)	1	1			
3. Adverb Clause (AVC)		1	2		1
Total Errors	5	8	7		2
<u>Intersentential Errors</u>	(R)	(E)	(S)	(C)	(LC)
<u>Total Errors</u>					

Note: SF = Superfluosness

O = Omission

MS = Misselection

MO = Misordering

R = Reference

E = Ellipsis

S = Substitution

C = Conjunction

LC = Lexical Cohesion

APPENDIX 3

The Assignments Containing the Most Omission Errors

_____ Road

2 May 2003

_____ University

ATTENTION: Dr. _____, Dean of Faculty of _____

INTRODUCTORY SUMMARY

ms (in / following) PP ms (on) PP o (the) PP
 Based on your request at my memo of problem analysis report dated on SF (-) PP
 26 April 2003. This is my recommendation about Facilities Problem in the
 University in three points: ms (these) NP ms (are) VP o (+S) NP SF (facility) NP o (+S) NP
 ms (classified into) AP
 • Computer in the Library o (+S) NP
 • Opening and Closing times at Computer Center o (the) NP
 • Information Counter SF (time) NP
 o (The) NP

COMPUTER IN THE LIBRARY

o (+S) NP ms (are) VP o (+S) NP o (+S) NP
 o (for) NP Computer in the library is the most important equipment for student
 to use for searching the detail of books that kept in the library. o (+S) NP o (are) AC
 But there are only fifteen computers in six floors and some computers
 are out of order. The University has to buy another ten computers
 (10,000Báht) and should repair the old one. Also, should check computer LC (them)
 twice a year. o (the) NP o (+S) NP o (The library officers) NP
 o (for) AP The Computer Center in 1st floor of the library is for student to o (+S) NP
 search the information in the Internet, make the report and do homework.
 It is also not enough for them, because there are only twenty computers
 but many students always use there. The University should buy twenty o (them) AVC
 computers (10,000báht). Some computers don't have important programs
 such as a grammar checking program, so it should add this program to all R (technicians/officers)
 computers. Set the same Microsoft version to each computer and up-date
 the old one to avoid slow and hang problems.
 o (They also) NP

OPENING AND CLOSING TIMES AT COMPUTER CENTER

o (the) NP o (the) NP
 The opening and closing time at Computer Center is not suitable
 for graduate students in evening program because after they finish classes at
 night, it is closed. Some students who don't have computers and printers at
 home have problems. They have to go to other places to do homework or reports

SF(+time)NP MS(a)NP MS(separated)NP o(the)NP

The University should set the separate computer room for graduate students only and change the times which match to evening program that is 4-9 p.m. from Ms (matches) AC SF(-) AC Friday to Saturday (Normal course) and from Friday to Sunday (Summer course). o(+s) AC o(from-to) AC
This should be useful and convenient for graduate students. For the printed paper o(+s) PP AC or other extra facilities, the University can charge to student but it should be at a reasonable price. SF(-) PP o(+s) NP

INFORMATION COUNTER

SF(who) AC o(is) AC

The library should have an information counter with some staff that separated from Borrow & Return Counter. When the students would like to ask for information about books or researches and other related document, the staff at counter can help or give advice and necessary information to them. Because I found that every floor had empty desk, no staff stay there, I think they should set one or two floor for the Information Counter to contact and help when students have problem about library using or need room to discuss the assigned work in small group. o(+s) NP o(the) NP SF(-) AC o(+s) AC MS(stayed) PP
o(a) NP R(the students) o(+s) NP o(a) NC MS(separated small room) NP For example, they can ask for a small separated room to discuss the report, SF(-) NP o(+s) NP project or research in group. It will be more easy and convenient to discuss in a specific room so that they don't disturb others and can find information, and pick up some references that can't borrow to find related topic for the assigned work. MS(easier) AP o(more) A

MS(cannot be borrowed) AC o(+s) AC

CONCLUSIONS

From my three points of recommendation that I gave, Computer in the Library, Opening and closing time at Computer center, and Information Counter, o(+s) NP o(the) NP I think these can resolve the Facilities Problems that students encounter. It can SF(facility) NC o(the) NC improve the University's facilities and services to satisfy students' needs. R(These) NC

Ms. _____

MEMO

TO: _____
 Course Manager

FROM: _____
 BEN621 participant

DATE: 2 May 2003

SUBJECT: Progress Report in BEN621

INTRODUCTORY SUMMARY

As I have studied BEN621: Seminar in Advanced Writing Style, I have ^{o(a) NP} chance to practice and improve the principles of English business writing style. The course includes planning, drafting and editing the ^{SF (-) NP} common business documents such as memos, e-mail, minutes, proposals, informal and formal reports. ^{o(of the) NP} MS (have gained) VP

I have now completed most course. I gain more knowledge and learn how to write Academic and Business Writing effectively.
^{MS (learned) VP}

COURSE COMPLETED

^{MS (from) PP} ^{MS (practiced) VP}

In week 1 to 6, I had practiced and learned a lot of business writing in various styles. I can improve my writing skill and can use in my current jobs. ^{o(in the) PP} ^{MS (improved) VP} ^{o(what I learned) NP}

Last two weeks I completed three common business documents that usually use in the business world: memos, e-mail, and minutes. It ^{MS (are usually use) AC} is very useful for me because in my current jobs I have to write these documents. This course's concepts such as ABC Format, KISS Structure, and SCCAPA Style ^{MS (can be applied) VP} ^{MS (to) VP} can apply in other related business writing.

^{R (they) MS (are) N.C.} Sometimes I know these concepts but when I have to write, I think it is quite difficult so this course ^{MS (gives) VP} gave a lot of exercises for planning, drafting, and editing the business writing.

^{SF (-) NP}

ATTENDANCE, CLASS PARTICIPATION AND WRITING PROJECT SCORES

- Attendance ^{o(the) NP} ^{MS (am never) VP}
 I got 15 or 94%. I always arrive class on time and no ^{VP} absent.

• Class Participant

I got 33 or 9.2%. I got this part from my class exercises of grammar and vocabulary.

• Project Writing

MS (These) NP MS (are) VP
 I got 35.3/25.2/42%. This scores is not good because
 MS (the) AVC I misunderstood in Situation brief and problem memo
 assignments. Although I sent it on time I didn't separate
 R (them) the situation brief in one page and problem memo in another
 MS (had to) VP page. I have to redo this two assignments and send draft MS (sent) VP
 MS (haven't got) AVC again, so I didn't got my scores yet. I found that before
 O (the) NC class finished, I have to ask and confirm with my friends
 to clarify the assignments that gave to us.
 SF (-) NC

WRITING PERFORMANCE

S (write) O (In) PP Mo (I do some writing well) NP
 My writing performance, some writing I do well and some are not good
 because when I do, I always write in a long sentences and advised to O (me) NP
 O (them) NP separate into short sentences. Short sentences make readers understand easily
 MS (many) NP and clearly. I also use pronouns too much to avoid nouns. gave some Mo (too many
 O (a) NP O (the) PP pronouns then restate noun in different O (the) NP
 O (with the) PP words but same meaning. It will make writing interesting. Also, make it short,
 simple and clear. R (These)

CONCLUSION

MS (gives) VP
 My progress report gave me a lot of advantages because I can evaluate
 myself and know my mistakes and apply for the next writings. O (them) AVC MS (to) AVC
 I would be glad to hear any comments or suggestions you may have SF (writing) AVC
 about my work on the rest of the course. Thank you very much.

Ms. _____

APPENDIX 4

The Assignments Containing the Most Misselection and Superfluosness Errors

MEMORANDUM

To: _____, Class Manager

From: _____, Graduate Student Representative

Date: 21 April 2003

Sub: Graduate Student Problems at _____

As we were assigned to survey the problems of the Graduate Students admission year 2002 at _____, we found that the university had many problems that needed the immediate attention in solving.

We distributed the 1,000 questionnaires, to students in 15 different faculties to ask about the problems that make them feel uncomfortable and want the university to improve. We listed the 3 major problems according to the graduate students' opinion as follow:

Lacking of Graduate student Advisor:

As the university is a large and complex institution; misunderstanding and conflicts can occur easily. According to our survey, 800 students think that the college doesn't provide the advisory committee to allow them to consult when they have the problems with the instructors, department or registration office.

When problem arise in the relationship between instructor and student, both of them try to resolve them informal, direct discuss. If the problem remains unresolved, then they don't know whom they should run to. Sometimes, students requests or complains are also denied without any explanation from the concerned department.

This problem makes the students feel that they are not cared and left alone. When they face with any problem, they just don't know what to do, and whom they can contact for help. So, lacking of graduate student problem advisory committee is becoming the big problem for them.

If the university don't set the organization which comprised gradate students and graduate faculty from departments across campus.

^{o(the)NP} students cannot take their ^{o(+s)NP} problem to people who can provide the best solution for them.

^{o(+s)AC}

Library:

The university library is very critical place for ^{o(the)NP} graduate students because they have to use its resources to be profitable to their research ^{ms(for)AVC} projects. There are about 500-graduate ^{LC(them)} students visiting the Graduate Library every day but a lot of graduate students agree that the library should be improved in order to serve ^{ms(to)AVC} more needed information of the students. ^{LC(them)}

^{ms(list)VP}

We listed the problems that the graduate students face when they use the resources in the library as follow: ^{o(+s)PP}

- ^{SF(-)NP} The limitation of books and updated information which will be useful for students' research and ^{SF(-)NP} theses, ^{o(are limited)VP}
- ^{o(+s)NP} The operation hour of the library ^{ms(are)VP} is too short.
- The librarians can not provide the information about ^{o(+s)NP} material, which are needed,
- ^{SF(-)NP} The limitation number of computers that allow students to access the Internet for research, ^{o(is limited)VP}
- ^{SF(-)NP} The period for borrowing the book ^{o(+s)NP} is very short,
- ^{ms(number)NP} The limitation of the seats for students ^{o(is limited)VP}
- ^{o(is)VP} No good quality copy machine provided, and
- The books and many materials are difficult to find.

Many students ^{SF(-)AVP} already complained about these matters in ^{ms(own)PP} the opinion box in the library, but nothing has done to improve the library ^{ms(has been done)AVC} services quality. Every semester, ^{o(in)PP} graduate students ^{o(the)NP} are charged 1,000.- baht as ^{ms(a)AP} the service using fee, so they feel the library still can not provide the services upon their demands. ^{c(but)} ^{Mo(cannot still provide)AVC}

^{SF(-)AP}

Canteen:

When 500 students in 15 different faculties have the same lunch hour break at 12.00 p.m., the university canteen seems to be a small place for them. After we checked with the canteen supervisor, we found that the canteen had fewer seats than the number of students. During the crowding period, students must stand and wait until the other students finish, then they can have a seat for their lunches.

o(the)NP SF(-)AVC o(+s)AVC

SF(-)PP SF(-)NP

Moreover, students have only 1 hour during the lunch break but they have to waste their time in queuing to buy food about 25 - 35 minutes because there is a few shops open on Saturday and Sunday. This makes many students have to walk far in order to find food at the shop around the university with the higher cost and no sanitary guarantee because they don't want to be late for the next class.

o(The)NP

SF(-)NP o(+s)NP

Students also complain about the cleanliness of the table and the canteen itself. The cleaner only clean the canteen 2 times a day, at 7.30 a.m. and 5.00 p.m. Tables are left dirty and the trash bins are full without anybody to take care. This makes the students feel that canteen is not a good place for their lunch. (These ignored problems)

SF(-)NP

SF(-)NP

o(+s)NP

o(the)NP

SF(-)NP

SF(-)NP

SF(-)NP

SF(-)NP

SF(-)NP

SF(-)NP

SF(-)NP

SF(-)NP

SF(-)NP

Conclusion:

As discussed above, none of these problems make students feel happy with their university life. However, the problems are not too difficult for the university to solve. One way to improve the situation is setting the group of committee to investigate the problems as soon as possible. We think that information that we gathered from this survey will be useful for further solution.

o(+s)NC

o(the)NC

We recommend that the Academic Committee should not look over these problems because all of these problems are directly affect to every graduate students as a whole.

SF(-)AVC

LC(they) SF(-)AVC

SF(-)AVC

MS(does)NC Mo(overlook)NC

MS(all)AVC

Based on our analysis we would like to conclude that the Academic Committee should ~~not~~ ~~look over~~ ~~this~~ ~~problems~~ because ~~it~~ ~~directly~~ ~~affects~~ ~~to~~ every gradate student ~~as~~ ~~a~~ whole. Launching the Advisory Committee with the characteristics of confidentiality, neutrality, independence and flexibility should be one of the best solutions in handling problems effectively.

ms(would be appreciated) vp

We appreciate to provide any further information concerning this matter upon your request. We hope that recommendation will be useful for the resolution of the problem in the future.

Sincerely Yours,

_____, Leader

_____ Group

Memorandum

To: _____, Course Manager
 From: _____, Class Participant
 Date: 29 April 2003
 Subject: My Performance on BEN 621

SFC-7AVC

I have just passed the 6th week of the Seminar in Advanced Writing Style (BEN 621). All lessons and assignments went as you and all the participants agreed and planned, with a few delay caused by the cancelled class on the public holidays

o(aHthough)AVC o(+s)AVC

o(+es)AVC

The past six seminar sessions are held according to the following schedules:

ms(were)vp

Week 1:

- Course Introduction
- Introduction to Business Writing Style:
 - From Academic Writing to Business Writing
 - Commonality of Style/Diversity of Forms
 - The Business Writing Process
- Note Taking and Minutes Writing

Week 2:

- Document Presentation
- Writing Memoranda

Week 3:

- Writing Memoranda and E-mail

Week 4:

- Report Writing Guidelines
- Writing Problem Analysis Reports

Week 5:

- Writing Recommendation Reports

Week 6:

- Writing Progress Reports

This course includes planning, drafting and editing the most commonly produced business documents familiar to the business sectors, in which the seminar participants work or intend to work to. *SF(-) AC*

SF(-) NP Learning to write memos, e-mail and reports from the course are the new things to me because I have no chance to write these documents in my daily working. *MS(is) VP SF(-) NP MS(work) AVC*
 However, I realize that the writing knowledge from this course will be profitable for my future career life if I work in the multinational company as I plan.

The course content also allow me to know the basic principles of English business writing style and teach me to write effective business documents demonstrating generally accepted international business style. *SF(-) NC MS(a) NC MS(allow) VP MS(teach) VP*

I feel that I have learned more than I expect from the course. The comments from the course manager and colleagues on my assignments make me improve my writing a lot. I can learn from my own mistakes on grammar usage and style writing, which help me not to make those mistakes again. I begin to be more careful in my writing by planning well before I am going to write. All the comments that I get from the course are very valuable thing for my performance improvement. *SF(-) NP SF(-) VP SF(-) NP MS(expected) NC SF(-) NP MS(writing style) NP SF(-) PP*

O(+S) NP

Performance Evaluation:

The course evaluation is based on three sections:

• Participation & Class Activities	10%
• Project Writing	60%
• Final Examination	10%
Total	100%

After I have attended the class and completed almost 70% of the class assignments and attendance, I think I gain a lot of new knowledge from the course. This program helps me to improve my language skills on discovering and practicing the principle of English business writing style. *SF(-) PP MS(by) PP*

O(+S) PP MS(of) PP To evaluate my performance and progress on my studying in this course. I check it with the final grade of my assignments and participation which has the detail listed below: *O(+S) PP O(+S) PP MS(have) AC*

• <u>Participation</u> & Class Activities	9.3
• <u>Project Writing</u>	
- Luncheon Edited Memo	7.3
- UNOCAL Edited Memo	8.7
- Provident Fund Reply Memo	8.3
- Situation Brief Memo	9.0
- Problem Memo	8.3

- Unfulfilled Assignments
 - Schedule Change Memo
 - Analysis Report
 - Action Minutes

MS (lag)AVC O (the)AVC
 O (+S)PP I try to attend every class of the seminar and submit every assignment on time so that I will not be lagged behind other participants. I went late in the first three class of the seminar because I had some importance job, which needed to be cleared at MS (important) AVC my office before went to the class. However, I try my best in not coming to the class late after that. MS (coming)AVC SF (-)AVC SF (-)PP MS (to come) NP

O (the)NP
 The Schedule Change Memo, Analysis on Graduate Student Problem Report, and Action Minutes are the three assignments that I have to correct the drafts and submit for the final grade on Saturday, 3 May 2003. SF (-) AC

I find that the project writing assignments are very profitable in improving my business writing skill. You, as the class manager, help me to improve my grammar a SF (-) AP lot. I can notice that the grade of my assignments begins to improve after I get the comments and recommendations from you. MS (have begun) NC MS (got) NC
 O (+S)NC

Conclusion:

The knowledge that I get from this course will be a good foundation for me to improve my writing skill in the future. I know that my grades on the assignments are not quite good but I have the willing to develop myself and work harder in the rest of the seminar session. MS (willingness)AVC

O (+S)AVC O (+S)NP
 I would be glad to hear any further recommendation you may have about my performance and work on the rest of the project writing. If I have any particular problem in language using that need to be improve, please do not hesitate to let me know. O (+S)AVC MS (use)AVC MS (improved)AVC MS (writing projec) AC

VITAE

VITAE

Name: Mr. Passanant Unnanantn

Date of Birth: 17 March 1979

Place of Birth: Bangkok

Work: Kasikorn Bank Public Company Limited

Address: 67/131 Prachasuk 4 Lane, Prachachuen Road, Bangsue District,
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2006 Master of Arts Degree in Business English for International
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2001 Bachelor of Arts Degree in English from Phranakhon Rajabhat
University

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Pa286A

C.3

AN ANALYSIS OF SYNTACTIC ERRORS: A CASE STUDY IN
BUSINESS REPORT WRITING

AN ABSTRACT

BY

PASSANANT UNNANANTN

11 LIB. 2549

Presented in partial fulfillment of the requirements for the Master of Arts Degree in
Business English for International Communication
at Srinakharinwirot University
February 2006

Passanant Unnanantn. (2006). *An Analysis of Syntactic Errors: A Case Study in Business Report Writing*. Master's Project, M.A. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Dr. Saengchan Hemchua.

This study aimed to analyze business reports written by graduate students for syntactic errors and investigate the three most frequent syntactic errors. The informants were 11 graduate students of Business English for International Communication Program at a university in Bangkok. Their three topics of business report assignments were analyzed.

The error taxonomy was classified into nine categories under two main levels: sentential and intersentential. They were superfluosness, omission, misselection and misordering for the sentential errors and reference, substitution, ellipsis, conjunction and lexical cohesion for the intersentential errors. The analysis revealed that the three most frequent errors were all in the sentential level. Omission was the most frequent error (37.84%) followed by misselection (29.94%) and superfluosness (23.53%). For omission and superfluosness, the wrong use of articles had the highest frequency of errors, whereas articles and active-passive voices were the highest errors for misselection.

การวิเคราะห์ข้อผิดพลาดเชิงวากยสัมพันธ์: กรณีศึกษาในการเขียนรายงานเชิงธุรกิจ

บทคัดย่อ
ของ
นายพรชนันต์ อุณหะนันท์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
กุมภาพันธ์ 2549

พรรณนันทน์ อุณะนันทน์. (2549). การวิเคราะห์ข้อผิดพลาดเชิงวากยสัมพันธ์: กรณีศึกษาในการเขียนรายงานเชิงธุรกิจ. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: อาจารย์ ดร. แสงจันทร์ เหมเชื้อ

งานวิจัยนี้มีจุดประสงค์เพื่อวิเคราะห์ข้อผิดพลาดเชิงวากยสัมพันธ์ในการเขียนรายงานเชิงธุรกิจและสำรวจข้อผิดพลาดสามอันดับแรก กลุ่มตัวอย่างคือ นักศึกษาปริญญาโท สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ ณ มหาวิทยาลัยแห่งหนึ่งในกรุงเทพฯ ทั้งหมด 11 คน ข้อมูลที่ใช้วิเคราะห์คือ งานเขียน 3 เรื่องจากรายงานเชิงธุรกิจ

ขอบข่ายสำหรับการวิเคราะห์ และหาความถี่ของข้อผิดพลาดในงานเขียนทั้งหมดนี้ ได้จำแนกข้อผิดพลาดซึ่งมี 2 ระดับ เป็น 9 แบบดังนี้ ในระดับประโยค ได้แก่ การใช้คำเกิน, การใช้คำไม่ครบ, การเลือกใช้คำผิดและการเรียงคำผิด สำหรับในระดับระหว่างประโยค ได้แก่ การใช้คำอ้างอิงระหว่างหน่วยคำ, การใช้หน่วยคำอ้างอิงข้อความ, การละคำในฐานที่เข้าใจ, การใช้คำเชื่อมและการผูกเรื่องโดยหน่วยคำที่แตกต่างกัน จากการวิเคราะห์พบว่า ข้อผิดพลาดที่พบมากที่สุดอยู่ในระดับประโยค คือ การใช้คำไม่ครบ (37.84%) อันดับรองมาคือ การเลือกใช้คำผิด (29.94%) และอันดับที่สามคือ การใช้คำเกิน (23.53%) หากแยกเป็นกรณีย่อยที่พบมากที่สุดในแต่ละประเภทสามารถแสดงผลได้ดังนี้ การใช้ articles เป็นกรณีที่พบมากที่สุดในการใช้คำไม่ครบ (omission) และ การใช้คำเกิน (superfluousness) แต่ทั้งกรณีของการใช้ active-passive voices และ articles พบมากที่สุดเช่นกันในการเลือกใช้คำผิด (misselection)